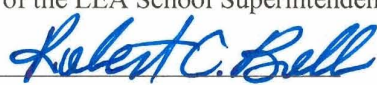
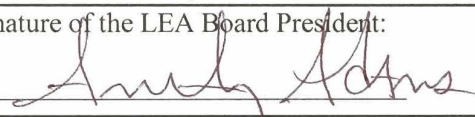


Attachment III

SIG GRANT—School Building Application

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of School Building: Crockett High School	Mailing Address: 8950 St. Cyril, Detroit MI, 48213
School Building Code: 595	
School Building Contact for the School Improvement Grant	
Name: Deborah Hurst	
Position and Office: Principal	
Contact's Mailing Address: 8950 St. Cyril, Detroit MI, 48213	
Telephone: (313) 866-7399	
Fax: (313) 866-7401	
Email address: deborah.hurst@detroitk12.org	
LEA School Superintendent/Director (Printed Name): Robert C. Bobb, Emergency Financial Manager	Telephone: 870-3772
Signature of the LEA School Superintendent/Director: X 	Date: 28 FEB 11
LEA School LEA Board President (Printed Name): Anthony Adams, Esq.	Telephone: 873-7860
Signature of the LEA Board President: X 	Date: FEB 22, 2011
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

Section A

1. Possible model to use for analysis of data.

The school should consider evidence of need by focusing on improvement status; reading and math achievement results, as measured by the MEAP, Mi-Access or the MME; poverty level; and the school's ability to leverage the resources currently available to the district. Refer to the school's Comprehensive Needs Assessment (CNA) School Data and Process Profile Summary report. Do not attach the building CNA.

Overview of the Need

The school is in Phase 6 of the Michigan NCLB system, and has failed to make AYP for six of the last seven years (and the past four consecutive years). There are discrepancies in data for Crockett housed at the school, district and state levels. These discrepancies are the reason Detroit Public Schools has begun the installation of a new data system. The system will be available for use during the 2010-11 school year. However, while the numbers vary from source to source, the trends in the data are undeniable. Student performance on state assessments for reading and mathematics demonstrate significant deficiencies in the core content areas, particularly reading and mathematics, with some 31.5% and 7.3% of students tested in the most recent year available (2009) performing at the proficient or higher level. Subgroup performance on testing is consistent with the overall school performance with student with disabilities demonstrating the greatest challenges with testing. The school improvement plan targets these areas of student performance for intervention.

A deeper analysis of data is needed, as this extremely low performance in core content areas is in direct contrast to Crockett's enrollment, graduation and dropout data.

Student enrollment has continued to grow since the 2005-06 academic year with the current figure approximately 699. The majority of enrollment is Black, non-Hispanic and economically disadvantaged. The enrollment contains fewer than 10% student with disabilities. On-time graduation rate is reported at 89.9% in 2008-09, which is a modest decline from the exceptional high rates of the previous two years (97.4%, 95.3% respectively). The drop-out rate at Crockett is rising from 1.3% three years ago to 6.4% in 2008-09—still significantly lower than the state and district dropout rates.

The incongruent nature of the data calls for much deeper review as more accurate data becomes available through upgraded district data resources.

Crockett has the opportunity to move students forward at a rapid pace, based on the systemic and external supports provided through this proposal.

Possible Areas to Target for Improvement

After an analysis of data, the Crockett staff has chosen to implement a systemic, whole school approach targeting the following areas for immediate improvement:

- Reading proficiency

- Mathematics proficiency
- Science proficiency
- Technology (as a tool to engage students in the learning process)

Critical to the achievement of these improvements is an overarching focus on:

- Providing professional development for all teachers in research-based instructional strategies
- Engaging students in the learning process through the adoption of research-based instructional practices and the latest classroom technology
- Using data to differentiate instruction, monitor student progress and adjust instructional plans
- Increasing the rigor of the curriculum
- Improving reading and writing across the curriculum
- Conducting a systematic analysis of organizational and instructional effectiveness

Consider how subgroups within the school are performing and possible areas to target for improvement. (The following charts contain information available in the school Data Profile and Analysis).

NOTE: Data not reported if there are less than 10 students in a sub-group

School Data			Student Connection/School Climate	
Which intervention was selected?			Number of disciplinary incidents:	
Number of minutes in the school year?			Number of students involved in a disciplinary incident:	
Student Data	Percentage Rate		Number of truant students:	
Dropout rate:	6.4		Teacher Data	
Student attendance rate:	88		Distribution of teachers by performance level on LEA's:	
Advanced Coursework	Number	Percent		
Advanced placement:				
International Baccalaureate:				
Early College/College Credit:				
Dual Enrollment:	0	0		
Number and percentage enrolled in college from most recent graduating class:				

Sub Group Academic Data Analysis

Percent of Sub-group meeting State Proficiency Standards

Grade 11	Mathematics			Reading			Writing		ELA	
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2007-08	2008-09
Economically Disadvantaged	7.03	2.12	8.33	31.25	26.2	36.36	7.14	10.81	16.66	17.93
American Indian/Alaskan Native										
Asian/Pacific Islander										
Black/African American	7.18	3.48	7.31	32.04	26.34	31.73	7.82	11.96	15.64	18.53
Hispanic										
White										
Students with Disabilities										
Limited English Proficient										
Migrant Student										
Male	6.89	1.29	6.66	25.86	18.18	18.03	10.71	7.5	16.07	10.38
Female	7.2	4.76	7.61	35.2	31.53	39.25	7.2	14.5	16	23.07
School Aggregate	7.1	3.44	7.27	32.24	26.57	31.54	8.28	11.84	16.02	18.35
State Aggregate Scores		49.4	50	61.99	59.9	65	42	43.4	51.99	52.1

Sub Group Non-Academic Data Analysis

All Students	# Students			# Students with Absences						# Students with Suspensions					
	07-08	08-09	09-10	2007-08		2008-09		2009-10		2007-08		2008-09		2009-10	
				>10	<10	>10	<10	>10	<10	In*	Out*	In*	Out*	In*	Out*
Economically Disadvantaged	538	572	579	469	69	536	36	414	165						
American Indian/Alaskan Native	3	12	13	1	2	10	2	7	6						
Asian/Pacific Islander	2			2											
Black/African American	773	815	832	664	109	760	55	599	233						
Hispanic	1	1	1	1		1		1							
White	1	1		1		1									
Students with Disabilities	38	36	51	32	6	32	4	35	16						
Limited English Proficient															
Migrant Student															
Male	296	302	354	244	52	273	29	237	117						
Female	484	527	492	425	59	499	28	370	122						
School Aggregate	780	829	846	669	111	772	57	607	239						

Sub Group Non-Academic Data Analysis

All Students	# of Truancies			# of Expulsions			Unduplicated Counts					
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08		2008-09		2009-10	
							In*	Out*	In*	Out*	In*	Out*
Economically Disadvantaged												
American Indian/Alaskan Native												
Asian/Pacific Islander												
Black/African American												
Hispanic												
White												
Students with Disabilities												
Limited English Proficient												
Migrant Student												
Male												
Female												
School Aggregate												

All Students	# Students			# of Retention in the Grade			# of Dropouts		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Economically Disadvantaged	538	572	579						
American Indian/Alaskan Native	3	12	13						
Asian/Pacific Islander	2								
Black/African American	773	815	832						
Hispanic	1	1	1						
White	1	1							
Students with Disabilities	38	36	51						
Limited English Proficient									
Migrant Student									
Male	296	302	354						
Female	484	527	492						
School Aggregate	780	829	846						

MME Performance Three Years

Percent of Students meeting State Proficiency Standards

Grade	Mathematics			Reading			Writing			ELA		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
11	7.10	3.44	7.27	32.24	26.57	31.54	8.28	11.84	11.83	16.02	18.35	0.00

Enrollment and Graduation Data – All Students

Year: 2009-2010

Grade	# of Students	# Students enrolled in a Young 5's program	# Students in course/grade acceleration	Early HS graduation	# of Retentions	# of Dropout	# promoted to next grade
9		N/A	N/A	N/A			
10		N/A	N/A	N/A			
11		N/A	N/A	N/A			
12		N/A	N/A	N/A			

Number of Students Enrolled in Extended Learning Opportunities

Year: 2009-2010

Number of Students in Building by grade	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Courses	# of Students in Dual Enrollment	# of Students in CTE/Vocational Classes	Number of Students who have approved/reviewed EDP on file
9	0	0	0	0	100%
10	0	0	0	40	100%
11	0	0	0	210	100%
12	0	0	0	174	100%

2. School Building Capacity – Resource Profile

The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant. Place a check in each box by the funding that will be used to support your SIG grant.

A full listing of all grants contained in No Child Left Behind (NCLB) is available at: www.mi.gov/schoolimprovement.

<input type="checkbox"/> General Funds <input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Schoolwide <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I Part D	<input type="checkbox"/> Title I School Improvement (ISI)	<input type="checkbox"/> Title II Part A <input type="checkbox"/> Title II Part D <input type="checkbox"/> USAC - Technology	<input type="checkbox"/> Title III
<input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V Parts A-C	<input type="checkbox"/> Section 31 a <input type="checkbox"/> Section 32 e <input type="checkbox"/> Section 41	<input type="checkbox"/> Head Start <input type="checkbox"/> Even Start <input type="checkbox"/> Early Reading First	<input type="checkbox"/> Special Education
Other: (Examples include: Smaller Learning Communities, Magnet Schools.) A complete listing of all grants that are a part of NCLB is available at www.michigan.gov/schoolimprovement .			

3. School Building Commitment

Evidence of a strong commitment should be demonstrated through the district's and school's ability and willingness to support and implement the selected intervention for rapid improvement in student achievement and proposed use of scientific and evidence based research, collaboration, and parental involvement.

- a. Describe the school staff's involvement in and support of the school improvement application and their support of the proposed efforts to effect change in the school.

Staff involvement in the creation of the School Improvement Plan was sought at every opportunity. Department leaders were identified and a structure was developed for intense collaboration with administration and external partners. The School Improvement Team met regularly to discuss current impediments to student achievement, including resources and parent involvement. Additionally, perception data from the entire staff was consulted during the creation of the School Improvement Plan.

To demonstrate evidence of staff support for the SIG Grant, a survey was distributed to all staff members. With more than half of the staff responding, results overwhelmingly supported the aims of Crockett's SIG Application.

- 14 of 16 respondents indicated a desire for more data with which to drive their instruction.
- 15 of 16 respondents indicated willingness to participate in departmental meetings as indicated in the grant application.
- 10 of 16 respondents indicated that a lack of departmental meetings currently hinders school improvement.
- A plurality of staff members agreed to the need for professional development in math, ELA, classroom management, and teaching higher-level thinking skills.
- A majority of respondents supported each of three positions outlined in the grant: a school social worker, parent liaisons, and a school nurse.

- An overwhelming majority of the staff (>75% for each category) supported expanding course offerings in STEM, AP, and foreign language as indicated in the application.
- Staff responses as to the willingness to support implementation of the plan include:
 - "Very willing to help and do what I can to make this redesign plan work well."
 - "Very willing."
 - "100% for it."
 - "I think there are great ideas that are based on our students' needs, so I support this plan!"
 - "I will go for it!"
 - "I am willing to wholeheartedly support the Redesign Plan."
 - "I am very willing to support it."
 - "I am entirely willing to support Crockett's transformation. Our students deserve 110% of our energy, and I believe the SIG Application and Redesign Plan represent a vision that will help us increase student achievement."

Also included as an attachment to this application is a letter signed by staff members indicating support for the SIG Grant.

Support from other stakeholders has been assured by adding student and parent representation to the School Improvement Team, as well as by inviting external partners into our conversations. Survey data similar to that collected from staff will be collected from other stakeholders in the near future, and that data will further guide the SIT's deliberations.

Further support from parents will be ensured through monthly town-hall style meetings including stakeholders from the community. At these meetings, updates on plan implementation will be shared by the principal or designee, teachers, and external partners. These reports will include reporting of school-wide data trends and suggestions on parental support methods.

The School Improvement Team is prepared to fully support the plan as outlined in this application. Support functions will include bi-monthly updates to the entire staff on plan implementation and needs for additional staff input. Sub-committees to address specific implementation needs will be established.

The staff is nearly unanimous in their desire for detailed, aligned, student-level data with which to drive instruction. With the support of the requested coaches, technology, job-embedded professional development, and peer review structures, the staff will ensure that the centerpiece of Crockett's academic functioning is the student-level data detailed in this proposal.

b. Explain the district and school's ability to support systemic change required by the model selected.

The school's ability to support each element required by the transformation model is detailed below:

Deborah Hurst was appointed Principal of Crockett for the 2009-10 school year and has led an inclusive, transparent process to dramatically increase student achievement. Including student data in teacher evaluation is a key element of this endeavor. Through the STAR Math and Reading, SAT/ACT/PSAT Platinum, district benchmark tests, and baseline assessments outlined previously, student data will both drive instruction and will be used by administration in evaluating the effectiveness of staff members. This evaluation will include quarterly data meetings between instructors and content-area lead teachers to assess progress and identify immediate needs. Additional data oversight will be provided by the Assistant Principal for Curriculum and Instruction.

The teacher evaluation process developed in collaboration with the Detroit Federation of Teachers is a continuous improvement model comprised of core competencies that define effective teaching, including planning and execution of objective-driven lessons, as well as creation and management of the learning environment. These core competencies are directly tied to student academic and non-academic performance measures such as MME/ACT and quarterly benchmark results. The evaluation system is evidence-based and has specific guidelines as to the measurement of teacher effectiveness. This evaluation process will be used to target professional development and support to staff members based on areas identified for individual professional growth, and is designed with self-evaluation and reflection in mind. This evaluation system will provide direct accountability to instructors and will aid in the removal of consistently ineffective teachers.

The removal of ineffective teachers is facilitated by the Priority School hiring process, as agreed to by the Detroit Federation of Teachers. This process entails the convening of a Selection Committee responsible for interviewing candidates for staff positions. By being designated as a Priority School, Crockett was required to replace 50% of its staff prior to the 2010-2011 school year. This agreement applies to future years as well under the Priority Schools agreement, meaning that the Selection Committee will have ample opportunity to remove ineffective instructors.

In addition to holding teachers responsible, Crockett has structures in place to ensure accountability for the Principal as well. Through state-mandated goal-setting processes, Mrs. Hurst has created well-defined benchmarks for the school's progress. The implementation of these goals is being aided by a number of executive

leadership coaches, and mechanisms at the state and district level provide accountability for meeting them. Principal performance data is collected by the district and state, and will be shared with all stakeholders through informational town-hall meetings.

Crockett, in collaboration with EdWorks and Wayne RESA, will receive intensive, ongoing job-embedded professional development and one-on-one coaching for teachers and leaders. This includes PD in the areas of data collection, analysis and use; research-based practices in mathematics instruction including integration of technology; development of vertical teams to establish Professional Learning Communities with a focus on integrating reading and math instruction in all areas of the curriculum; differentiated instruction and tiered learning approaches; alignment of curriculum to district, state, and national standards; as well as research-based classroom management techniques such as Love and Logic. Crockett, in collaboration with EdWorks, will institute a 5-Year Professional Development Plan, and Hands-on-Leadership Development Plan, a Teacher Summer Institute, and an online professional networking and learning community. All aspects of the planned professional development will be continuously monitored and adjusted to reflect the changing needs of Crockett's staff and students.

Flexible work conditions and school-based performance pay will be implemented by agreement between the District and Priority School staff. Flexible work conditions will be provided in the form of an extended school day, to be used for credit recovery, tutoring, SES services, and enrichment activities, as well as through participation in shared decision-making processes. In addition, as delineated in the Priority School agreement, hiring will be based on a selective application process and not strictly on seniority. Staff will also be

required to participate in mandatory prescriptive and prescribed professional development.

To further the connection between academic achievement and school performance, a school-based performance bonus will be offered based on available funding. Criterion and benchmarks for school-based performance pay will include measurable improvements in student and staff attendance on a school-wide basis, performance on standardized tests, overall student grade point average, graduation rates, reduction in drop-out rates, attaining and/or maintaining Adequate Yearly Progress and other provisions identified by the No Child Left Behind Act. Based on the above criteria Crockett staff who have increased student achievement will be eligible for school based performance bonuses.

The current data available to Crockett includes aggregated data from MME results and individualized data from district benchmark tests. The administration, in consultation with EdWorks, Wayne RESA, and teachers from all departments has identified data as a current weakness and impediment to effective instruction. Through the SIG Grant we plan to implement a comprehensive assessment system that will provide individualized data aligned to MME and ACT standards, driving tiered instruction in the classroom. Our assessment plan includes:

- A comprehensive mathematics and language arts entrance exam given to applicants before the ninth grade year. This will allow teachers immediate data about strengths and deficits and will drive instruction to ready students for high-school level content assessed by the MME and ACT.
- Ongoing data collection through the use of STAR Math and Reading programs so that teachers can see how student needs are changing and differentiate instruction on an individual level.

- Ongoing data collection through the use of SAT/ACT/PSAT Platinum software, which reports on baseline assessment results and gives individualized study plans.
- A baseline MME Math and Reading exam delivered during a 3-week Summer Enrichment Academy prior to the junior year. This data will guide instruction throughout the junior year and allow teachers to target individual strengths and weaknesses for tiered instruction in preparation for the MME and ACT exams.

Following Year One of the grant's implementation the School Improvement Team will engage in thorough reflection and analysis of this assessment plan and target further areas in which student-level data are needed.

Extended learning opportunities to be implemented at Crockett include enhanced coursework such as Advanced Placement and an accelerated course sequence including "double-dosing" in 9th grade ELA and Mathematics. These double periods will be targeted to low-performing as identified by entrance exams and STAR Mathematics and STAR Reading assessments in order to ensure intense academic instruction in support of exceeding rigorous expectations. Crockett also plans to add course options in the fine arts, including drama and music, as well as expanding foreign language offerings based on student interest. These expanded course offerings will complement elective choices in STEM, including DAPCEP, Anatomy & Physiology, Physics, Trigonometry, Calculus, Computer Science, and other courses offered through the Michigan Virtual School. Implementation of the MVS courses will be aided by added technology including 2 fully-outfitted computer labs and 12 new computers in the school library.

In addition to professional development through EdWorks and other sources previously identified, Crockett will implement department meetings chaired by content-area lead teachers to facilitate vertical

planning, the analysis of student performance data, and to institute a system for monitoring the implementation of strategies gained from professional development. This shared planning time will ensure consistency across the curriculum, will allow teachers to share best practices and ideas for instruction, and will provide content-specific context in which to discuss pervasive weaknesses on MME/ACT objectives.

Crockett plans to increase community engagement through the implementation of “kitchen table conversations” held in convenient locations and designed to elicit input from parents, community leaders, and local businesses as to the goals we set for our students and the outcomes we want to achieve with and for them, including real-world applied learning experiences such as internships and work-study agreements. Community engagement may also arise in the form of cross-curricular meetings and team-teaching, either in the school building or on-site with our community partners. A third element of these discussions will involve the safety and emotional health of students, both at home and in the school, and what resources can be leveraged to support students’ social and emotional needs. A sub-committee of the School Improvement Team, in conjunction with the PTSA, will be tasked with establishing a timeline for these discussions and reflection upon the opportunities they present.

Opportunities for these types of learning situations will be identified through the creation of a community map. The purpose of the community mapping exercise will be to identify and mobilize existing local assets and skills of a community in the service of our students. This will allow Crockett to play an integral role in finding sustainable solutions specific to local community challenges. A strong community mapping process will allow Crockett to create a seamless

tapestry of academic, social and emotional supports for students, linking home, school, neighborhoods, businesses, educational and government institutions, and local organizations.

Parent investment will also be cultivated through the introduction of student-led parent-teacher conferences which focus on individualized growth needs as identified by the various assessments previously detailed. With individual data in hand, students, parents, and teachers can have meaningful conversations about upcoming events and the student's educational needs and can develop concrete action steps to drive student achievement. The Student Growth Plan encompasses general academics, independent projects, internships, service learning, and other endeavors related to the student's growth. Providing connections between all facets of a student's learning, the Student Growth Plan is more than a record of the student's daily schedule of standardized coursework. Beginning with the Summer Bridge transition between 8th and 9th grades, students chart a course that will put them on track for Advanced Placement courses, college dual enrollment and advanced career certifications.

District-Level Commitment to the Transformation Plan at Crockett

Improvement efforts at Crockett are made possible through a wide range of system-level supports including, but not limited to:

- The district has appointed a district wide **Superintendent for School Redesign, Dr. James Ray**, with the assistance of **Kathleen Freilino**, an experienced central office change agent and successful building administrator. This team has the access

and influence to move the work forward in an expeditious manner. A new data capture and reporting system, to be fully operational in fall 2010.

- Implementation of “The Learning Village” platform to support data-driven instruction and delivery of standards-aligned curriculum from multiple providers.
- A commitment to the use of a Short-Cycle/formative assessment system. Crockett currently has some level of baseline assessment available through the Accelerated Reader system and the Carnegie online math system. The district will also investigate the Northwest Evaluation Association’s Measures of Academic Progress as an alternative short-cycle assessment system with significant supports for students and teachers.
- The District engaged EdWorks, LLC, to guide the systemic, whole school transformation process at Crockett high School
- One-to-one laptop computing for students at Crockett
- New, powerful desktop computers and computer systems for Crockett teachers

It is important to note that technical assistance providers are already under a two-year contract for services with the Detroit Public Schools, ensuring the job-embedded professional development and leadership development described in this reform plan will be implemented as designed.

At the school level, the district will establish: RECOMMENDED POSITIONS (based on available funding)

The district will establish a leadership team on the Crockett campus with the knowledge and skill to implement the plan. That team consists of:

- A **School-Based Transformation Manager** whose primary focus is in the implementation of Crockett's rapid transformation plan.
- A **leader for each of the Smaller Learning Communities** at Crockett. These administrators will have a minimum of 2 days release each year for leadership development and time for targeted one-on-one mentoring time with the EdWorks coach monthly, as well as time for full participation in all teacher professional development.
- A **Data Analyst** to assist in the capture and reporting of data in a way and on a timeline that allows teachers to use the data to improve instruction.
- A lead teacher focused on improving **mathematics** knowledge, skills and teaching practices that will work hand-in-hand with the literacy coach provided by the district to improve student basic knowledge and skills.
- A **College and Community Access and Coordinator** to ensure students have the information and support needed to pursue higher education and/or careers.

Organizational funds will be provided to support:

- **Common Planning Time** will be established for all teachers embedded within the master schedule.
- **Focused professional development time** for all educators in the building: Four hours of extended professional development

time each month and a minimum of five days for an annual teacher summer institute (in two parts, three days in June, two days in August, at a minimum)

- **Accelerated Academies for students:** focused student intervention just prior to the high stakes state exams (in addition to any regular intervention practices)
- **Student Summer Bridge:** minimum 4 days as transition between grades 8 and 9
- **Year-long Senior Seminars and Capstone** projects as transition between high school and the world of work and higher education.

An External Rapid Transformation Partner

In summer 2009, the Detroit Public Schools release a Request for Qualifications to assist its priority schools in designing and implementing a systemic approach to whole school reform. School leaders met with approved external providers and confirmed EdWorks as their choice of external partners. Why EdWorks?

EdWorks, LLC is a not-for-profit, fee-for-service subsidiary of the nationally recognized KnowledgeWorks Foundation. To drive its work on the ground, EdWorks has developed a portfolio of proven high school approaches: Redesign; Early College; and Science, Technology, Engineering and Mathematics (STEM). Collectively referred to as, "The EdWorks Model," these approaches enable school and district leaders to start-up or restructure a high school through a five-year, step-by-step system of strategies, processes, and tools.

The EdWorks Model represents a very specific point of view about the structure and process of working with schools to Transformation

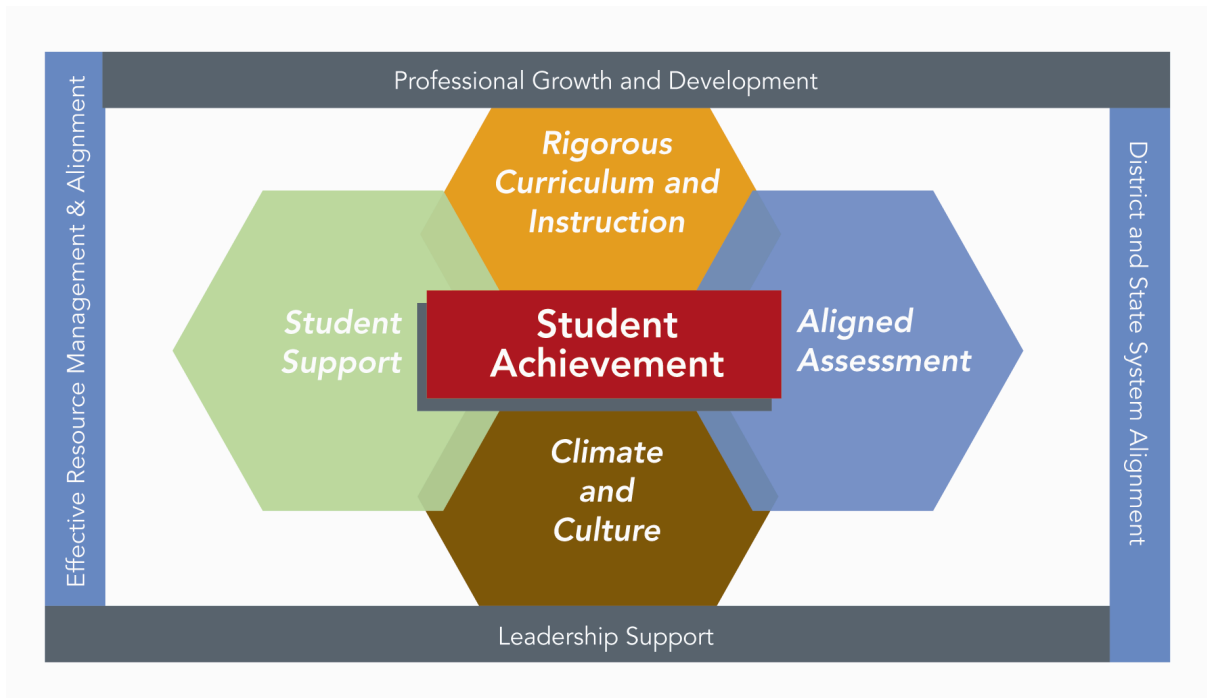
operations and student achievement. The Model is designed to develop a high-performing high school that uses personalization as the key to increasing graduation rates and student academic performance.

Personalization is achieved in three ways:

1. Through the development of high-functioning small schools in an existing school building.
2. By building the capacity of each and every person in the school to “get the work done” through very structured professional and leadership development plans.
3. By developing a culture in which the teaching and learning process focuses on individual student growth and achievement and thus drives everything that happens in the building (i.e., if it doesn’t improve teaching and learning, we don’t do it).

Student Achievement forms the Focal Point for the EdWorks Model.

The four fundamental components—rigorous curriculum and instruction, climate and culture, aligned assessments and a system of student support—provide the foundation for the work with schools. A total of 36 essential elements refine the implementation strategy. Together, these four components, their underlying elements and the district support framework form a tightly-woven, interconnected, interdependent system.



The four fundamental components and 36 essential elements in the EdWorks Model include:

Rigorous Curriculum and Instruction

1. Rigorous, college-ready curriculum for every student, every day
2. Clear learning objectives
3. Differentiated instruction
4. High levels of student engagement
5. Higher order thinking skills
6. High payoff, short-term instructional strategies across the content areas
7. Broad, school-wide early college experience
8. 21st century literacy across the curriculum
9. Results-driven, flexible scheduling
10. On-site and online professional learning communities
11. Intensive summer institutes for teachers and curriculum staff

Comprehensive Student Support

12. Just-in-time interventions, including re-teaching, and tutoring, among other strategies
13. Semi-annual student led progress review
14. Accessible, detailed, easy-to-understand student progress data and portfolio

15. Student Advisory System
16. Accelerated Academies
17. Summer Bridge Program
18. Higher education partnerships
19. Internships and community service

Aligned Assessments

20. Baseline diagnostic data
21. Short Cycle Assessment
22. Classroom assessment
23. State-mandated graduation tests
24. College and Career Readiness tests
25. Performance-based alternative assessment
26. Teacher, school and district self-assessments
27. Regular Dashboard Reports for each shareholders' shared accountability data (student, teacher, principal, administration, Board, partners, parents, community)

Supportive Climate & Culture

28. Safe, purposeful school environment
29. Community engagement for accountability
30. Students and families as primary stakeholders
31. Distributed leadership from the student's desk to the superintendent's desk
32. School design for personalization
33. Coordination of campus-wide issues
34. Personalized student growth plans with quarterly outcomes
35. Results-driven goals
36. A culture of continuous learning for adults

EdWorks Processes and Tools

EdWorks offers a well-developed process that is contextualized to meet local needs— EdWorks doesn't just tell sites what they need to do, EdWorks *shows school teams how* to transform to effective, 21st century learning organizations. The EdWorks Model works on *all* elements, not just one or two. EdWorks gives school teams a structure achieve their goals:

- ☒ Technical Assistance Coach

- ☑ Scope and Sequence for the design and delivery of effective, innovative high school education
- ☑ Easy to follow annual planning and implementation calendar
- ☑ Fully developed 5-Year Teacher Professional Development Plan (with the first three years of the plan delivered during the life of this grant)
- ☑ Hands-on Leadership Development Plan
- ☑ Teacher Summer Institute
- ☑ National Leadership Institute and Leadership Retreats
- ☑ Online social networking and professional learning community focused specifically on high school
- ☑ Data capture tools and customized dashboard presentation of results

And continuously monitor and adjust.

The Research Base for the Transformation Process at Crockett

The EdWorks scope and sequence reflects a simple premise, an equation discovered through years of work with high schools: SCHOOL CLIMATE + TEACHING PRACTICE + COMPREHENSIVE SUPPORT = STUDENT ACHIEVEMENT.

The EdWorks Model is rooted in more than 20 years of research by educators, scientists, social scientists, and economists. The research can be distilled to five simple strategies:

- Begin with the individual student.
- ↳ Drive instructional practice with data.

- ↳ Conduct teaching and learning through the tightly-woven fabric of standards, assessments, curricula, student supports, and instructional practices.
- ↳ Connect teaching and learning to students' prior knowledge and understanding.
- ↳ Make connections across content areas and with the real world; don't teach isolated facts in artificial silos in a sterile classroom environment.

The focus on students well-prepared for college and the workplace lends itself to an important question: "What would students be able to do if they were well-prepared to leave school ready to succeed in the workplace and college?" Research from three individuals well-known to secondary reform initiatives, Conley (2007), Lachat (2110), and Lachat & Williams (1996), provide some key characteristics of students which are summarized on the following chart:

Workplace Readiness (Lachat, 2001; Lachat & Williams, 1996)	College Readiness (Conley, 2007)
Students who can problem solve, communicate, understand multidimensional problems, and design solutions.	Students who can effectively use cognitive and metacognitive strategies, often described as "habits of the mind" (the ability to analyze, interpret, work with precision and accuracy, problem solve, and reason).
Students who can demonstrate what they know and can do. Students who can plan their own tasks, evaluate results, and work cooperatively with	Students who can demonstrate proficiency in rigorous courses. Students with attitudes and behaviors that lead to success, i.e., study skills, time

others.	management, awareness of one's performance, persistence, and the ability to utilize study groups.
Students who can transfer their school knowledge to "real-life" situations.	Students who can do the tasks needed to prepare for and adjust to college, i.e., succeeding in high school coursework (including college-level classes), applying to college, understanding needed resources, and adapting to college life.

Lachat (2001, p.7) describes some of the challenges of preparing students for the 21st century and strategies that can help schools meet these challenges:

The growing emphasis on educational standards, equity, continuous improvement, and accountability that now drives high school reform is fueled by widespread recognition that schools must become high-performing organizations if they are to prepare all students to succeed in the twenty-first century. Today, our students represent an unprecedented level of diversity—in abilities, learning styles, prior educational experience, attitudes and habits related to learning, language, culture, and home situations. The challenge of educating these students requires new capacities for schools and new orientations for the educators who make decisions that influence students' lives. It requires a commitment to basing these decisions on sound information rather than assumptions and subjective perceptions. The capacity to access and effectively use many types of data from multiple sources is critical to realizing a vision of high school education that embraces the belief of high expectations for all students. The process of creating learning environments that support the individual success of each student must incorporate both the willingness and the capacity to continually examine the results of our efforts. This principle of continuous improvement requires the best data available.

This foundational informational base, then, drove the development of the five-year EdWorks teacher professional development and coaching systems, rooted primarily in the research and practices of:

- Wiggins and McTighe, *Understanding by Design*, 2005
- Marzano, *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*, 2004; and
- Marzano, *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*, 2007
- The Rigor / Relevance Framework, The International Center for Leadership in Education
- Gregory and Kuzmich, *Differentiated Literacy Strategies for Student Growth and Achievement in Grades 7-12*, 2005
- National Research Council, *How People Learn*, 2000
- Stiggins, *Introduction to Student-Involved Assessment for Learning*, 2007
- Tomlinson, *The Differentiated Classroom*, 1999
- DuFour, DuFour, Eaker, Karhanek *Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn*, 2004

The following research guides the processes and tools used in the intensive curriculum, data and mathematics-specific professional development:

- Burrill, Gail, et al. *Handheld Graphing Technology in Secondary Mathematics: Research Findings and Implications for Classroom Practice*, 2002
- National Council of Teachers of Mathematics, *Principles and Standards for School Mathematics*, 2000.
- Conley, *College Knowledge: What It Really Takes for Kids to Succeed*, 2008.
- Fuchs, Hamlett, and Fuchs, *Curriculum-based measurement in math*. 1990
- Fuchs, Fuchs, and Prentice, *Responsiveness to mathematical problem-solving instruction among students with risk for mathematics disability with and without risk for reading disability*. 2004
- Fuchs and Fuchs, *Responsiveness-to-intervention: A blueprint for practitioners, policymakers, and parents*, 2005
- Bucci, Haury, and Lee, *Math Teacher's Guides: Basic Mathematics and Critical Thinking Mathematics*, 2005
- Bucci, T. T., *The Technology Teaching Lab: Meeting the ISTE Challenge*. Action in Teacher Education, 2003
- Lembke and Stecker, *Curriculum-based measurement in mathematics: An evidence-based formative assessment procedure*, 2007
- Deno, *Curriculum-based measures: Development and perspectives. Assessment for Effective Intervention*, 2003
- ACT and The Education Trust, *On Course for Success, A Close Look at Selected High School Courses That Prepare All Students for College*, 2004

- Beers, Probst and Rief, *Adolescent Literacy: Turning Promise into Practice*, 2007.
- Brookhart, *Powerful Practices in Mathematics and Science*, 2010
- Carpenter and Romberg, *Powerful Practices in Mathematics and Science*, 2004.
- National Council of Teachers of English, *Standards for the English Language Arts*, 1996
- Tomlinson & McTighe, *Integrating Differentiated Instruction and Understanding by Design: Connecting Content and Kids*, 2006
- Benjamin, *Writing in the Content Areas*, 2005
- Council of Chief State School Officers and National Governors Association, *Common Core State Standards*, 2010
- Project 2061, *Benchmarks for Science Literacy*, 1993.
- National Research Council, *Inquiry and the National Science Education Standards, A Guide for Teaching and Learning*, 2000.
- Reeves, *Making Standards Work: How to Implement Standards-Based Assessments in the Classroom, School, and District*, 2003
- Tomlinson, *How to Differentiate Instruction in Mixed Ability Classrooms*, 2004

On-Going, High-Quality Job-Embedded Professional Development

In early stages of the turnaround process at Crockett, a primary EdWorks instructional coach worked hand-in-hand with Principal Deborah Hurst, her leadership team and faculty to focus on improvements in the school's operational systems and the implementation of common high payoff literacy

and instructional strategies across the curriculum. This began to create a common language among the staff and a singular focus on standards-based interventions rooted in the common core state standards and national content standards.

In spring 2011, coaches with specialized expertise in the following areas will be added to the EdWorks team to focus on critical areas identified in Crockett's school improvement plan:

- A Data Coach that will expand the school's collection, use and analysis of multiple forms of data at the classroom level
- A Mathematics Coach focusing on research-based practices within and across the other core disciplines
- Additional instructional coaching around strategies for unit and lesson design aligned with common core state standards, national content standards, and college and career-ready standards; differentiation, particularly the strategies outlined by Marzano, vertical and horizontal curriculum alignment within grade levels, across grade levels and across disciplines

Using a Cognitive Coaching strategy, these coaches work side-by-side with teachers and the school leadership team to deliver professional development to in the classroom and in small groups to every educator in the building. They model instruction in the classroom and guide a walkthrough process designed to gauge the level of transfer of professional development concepts to classroom implementation. Finally, they work to build the capacity of Crockett's internal teacher leaders and data support staff to continue to support the implementation of the turnaround strategic plan.

Rigorous content and high levels of student engagement are key to the teaching and learning process at Crockett. As such, all coaches know,

understand, and use the Rigor / Relevance Framework developed by the International Center for Leadership in Education to provide a quantitative measure for application of content knowledge within and across disciplines. The professional development plan is in alignment for the context, process, and content standards as outlined by the National Staff Development Council so that staff development will improve learning for all students. These standards include:

Context Standards

- Organizes adults into learning communities whose goals are aligned with those of the school and district. (Learning Communities)
- Requires skillful school and district leaders who guide continuous instructional improvement. (Leadership)
- Requires resources to support adult learning and collaboration. (Resources)

Process Standards

- Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven)
- Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation)
- Prepares educators to apply research to decision making. (Research-Based)
- Uses learning strategies appropriate to the intended goal. (Design)
- Applies knowledge about human learning and change. (Learning)

- Provides educators with the knowledge and skills to collaborate. (Collaboration)

Content Standards

- Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (Equity)
- Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Quality Teaching)
- Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement)

The timeline for activities in Section III provides insight into the timing and content/pedagogical focus of professional development. Specific workshops and professional development schedules will be designed in consultation with the school and district leadership teams, which both include teacher association leaders. New knowledge and skills will be introduced to staff in workshops that are generally 90 to 120 minutes in length. Multiple modules may be combined, if the school is able to offer day-long or multi-day retreats.

Each workshop models research-based instructional strategies, providing clear learning outcomes, short segments of content delivery to set the stage for the work to come or summarize immediate lessons learned, periods of collaborative reflection and research, hands-on discovery, and an overall learn-by-doing focus. Leaders and teachers

involved in the workshops learn the latest approaches to leadership, teaching, and learning by developing lessons and creating walkthrough plans or completing SWOT (Strengths, Weaknesses, Opportunities, and Threats) analyses and formulating student support plans, just to name a few examples.

This "learn-by-doing"/job-embedded approach to professional development makes it possible to correlate changes in student performance with professional and leadership development experiences.

Crockett will have an **Executive Coach** from Mosaica Education and a team of **EdWorks and Wayne County RESA coaches** focusing on:

Job-Embedded Professional Development	Facilitator/Provider	How/When Implemented
Leadership and Organizational Development	Mosaica Education EdWorks Coaches	On-going through job-embedded one-on-one coaching and mentoring; EdWorks Principal Leadership Workshops and Retreats
Standards-Based Vertical and Horizontal Curriculum Alignment	EdWorks Coaches	May and June of each year with all staff

Job-Embedded Professional Development	Facilitator/Provider	How/When Implemented
Reading in the Content Area	EdWorks Coaches Crockett ELA/Literacy Coaches	First week of every month with all staff
Writing Across the Curriculum	EdWorks Coaches	
Math – Using Hands-on-Manipulatives, Problem Solving Strategies, Technology to engage students in Mathematics	EdWorks Coaches Crockett Math Coaches	Ongoing during the second week of every month with the Math Department
Walkthroughs and Instructional Rounds to Monitor implementation of PD and check for transference	EdWorks Coaches Crockett Turn Key Leaders and Staff	Third week of every month
Examining Student Work and Performance Data for Evidence of learning; Adjusting lesson plans based on student learning results	EdWorks Coaches	Fourth week of every month
Use of Technology to Engage Students	Wayne County RESA, EdWorks Coaches	Ongoing
Data Use and Analysis	EdWorks Data Coach	September, March, June one-on-one coaching with leaders and staff
	EdWorks Instructional Coaches	Weekly through Professional Learning Communities

Job-Embedded Professional Development	Facilitator/Provider	How/When Implemented
Strategies for MME Test Preparation	EdWorks Coaches Crockett Turn Key Leaders, ELA/Literacy Coaches, Math coaches	Throughout the month of February
Common Core State and National Standards-Aligned Research-Based Unit and Lesson Design	EdWorks Coaches Crockett Turn Key Leaders, ELA/Literacy Coaches, Math coaches	May and June of each year with all staff

Crockett is integrating school-based job-embedded professional development provided by EdWorks and Wayne County RESA, with district sponsored initiatives and professional development to address low achievement in mathematics and literacy.

MME/MEAP data clearly indicate that only 7.3% of our students are proficient in mathematics. Multiple options have been explored to raise student achievement in math. As a direct response to the need to have accurate, detailed baseline and growth data on each student struggling to reach mathematics standards and learning outcomes, Crockett has implemented the STAR Mathematics Assessment System for all grades. The tool enables teachers to generate detailed reports immediately after a student completes a test, providing actionable information that helps educators evaluate student improvement, differentiate instruction, identify struggling students and track growth over time.

Teachers will use Accelerated Math to address the individual needs of **all** learners. This data provides valuable information for the math coaches as they design and deliver just-in-time, job-embedded professional development and assist teachers in differentiating instruction.

Detroit Public Schools has also initiated professional development specifically designed to improve student engagement and achievement in math. Mathematics teachers are receiving ongoing Professional Development training for the TI-Nspire system (which includes graphing calculators, laptops and projectors). TI-Nspire has been shown to increase student engagement and provide immediate feedback. This initiative provides opportunities to differentiate instruction and provide personalized feedback which is supported by the research of Robert Marzano, D.J. Pickering and J.E. Pollack as presented in Classroom Instruction That Works (2001) Association for Curriculum and Supervision Development. Differentiating instruction is also supported by the work of Carol Ann Tomlinson in her book, The Differentiated Classroom: Responding to the Needs of All Learners (1999), Association for Curriculum and Supervision Development. The project will allow the teachers to observe individual student work as well as demonstrate how to solve problems and display the results of assessments via the projectors. 9th grade teachers are attending multiple trainings provided by the district and also getting learning integration techniques as well to pull it all together. Detroit Public Schools in collaboration with Wayne State University has provided training for Special Education teachers to improve instruction in the general education classroom for special education students as they have been mainstreamed. As a district and a school, we are

embedding unit design and lesson planning to provide seamless, focused and meaningful teaching and learning opportunities that are aligned to state standards and benchmarks. We also are participating in short cycle assessments to further inform and differentiate instruction as supported by the research of Gayle H. Gregory and Carolyn Chapman in *Differentiated Instructional Strategies: One Size Doesn't Fit All* (2nd Edition 2007), Corwin Press.

The Detroit Public Schools has established a system of train-the-trainer teacher leaders and internal coaches. These experts will collaborate and align their work with EdWorks and Wayne County RESA instructional and leadership coaches, to assist with on-going, job-embedded support for implementation of the processes and tools learned through whole-school or small group workshops, weaving a seamless system of support for effective instruction.

Turn-Key Leaders

The TurnKey model involves the ongoing training of key staff who are responsible for returning to their respective schools and working in collaboration with the school principal to deliver the expected professional training.

English Language Arts/Literacy Coaches

Literacy Coaches will participate in monthly professional development where they study, in depth, the 5 components of reading instruction identified by the National Reading Panel. This series of professional development sessions assists the Instructional Specialists and Coaches with methods for demonstrating and modeling effective, research

based reading strategies as well as providing them with a wealth of resources and strategies to support Crockett High School.

Mathematics Coaches

Mathematics Coaches will participate in monthly sessions designed to assist them with the implementation of the Mathematics Standards and the integration of Common Core Standards. A series of professional development sessions assists the Coaches with methods for demonstrating and modeling effective, research based mathematics strategies as well as providing them with a wealth of resources and strategies to support Crockett High School.

Teacher Professional Development	
Year One	Mini Teacher Institute focusing on: <ul style="list-style-type: none"> • Data Collection, Analysis and Use at the Classroom Level • High Payoff, Short Term Instructional Strategies and Differentiated Instruction for • Reading in all Content Areas • Writing Across the Curriculum • Mathematics – Using Hands-on-Manipulatives, Problem Solving Strategies, Technology to engage students in Mathematics • Literacy Across the Content Areas • Integration of Technology into Mathematics Teaching and Learning • Brain-Based Research –its meaning for student engagement

21st Century Education Seminar Series for Leaders and Teachers	
Ongoing Job-Embedded Professional Development	
Year One	<ul style="list-style-type: none"> • 2020 Forecast: Creating the Future of Learning • Understanding and applying the local economic development plan and jobs forecast to real-world

	<p>educational experiences</p> <ul style="list-style-type: none"> • The latest research on teaching and learning strategies for 21st century students • Unpacking College and Career-Ready Standards and Skills, for ELA, Mathematics, Social Studies, Science and Technology • Understanding the EdWorks Innovative Prototypes and the research behind their development • Contextualizing the Portrait of a Graduate, Identifying specific 21st century skills and habits of mind to be reinforced in innovative prototype designs • Understanding and contextualizing the Four-Year, Standards-Aligned Learning Plan for the prototype designs • Developing vertical and horizontal Professional Learning Communities
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Leadership Development		Teacher Professional Development
Year One	<p>Leadership Retreat One focusing on Adaptive Leadership for Real-World Results:</p> <ul style="list-style-type: none"> • Adaptive Leadership knowledge and skills • 21st Century Skills • College and career readiness • Student advisories • National and international student performance • Effective business and community partnerships • Effective small school operations 	<p>Teacher Summer Institute One focusing on:</p> <ul style="list-style-type: none"> • Using Mathematical Modeling to Improve Engaging Students in Current Events Reading to Advance Concepts in Mathematics • Effective Use of Smartboards in the Mathematics Classroom • Introduction to the Rigor and Relevance Framework • Backwards Design • Literacy and Numeracy Across the Content Areas • "Quadrant D" Rigorous, Relevant Lesson Design • 21st Century Skills • Lesson Design and Delivery for coherence and student growth

Year Two	<p>21st Century Education Seminar Series for Leaders and Teachers</p> <p>Ongoing Job-Embedded Professional Development</p> <p>Using one-on-one meetings with members of the leadership team and embedded teacher professional development, educators deepen knowledge and skills gained in the previous year and the summer institute. Workshops are held after school, as needed, to reinforce or teach in a different way, content and pedagogy introduced in the summer, so that teachers and leaders become fluent practitioners in that area. Professional development focuses in the following areas:</p> <p>Implementing Personalization</p> <ul style="list-style-type: none"> ▪ Advisories ▪ Personalized Student Growth Plans <p>Short Cycle Assessments</p> <ul style="list-style-type: none"> ▪ Exploring Diagnostic and Short Cycle Assessment System ▪ Short Cycle Assessments as Instructional Resources <p>Classroom Practice/Learning Conditions</p> <ul style="list-style-type: none"> ▪ Student Work ▪ Lesson Design and Delivery ▪ Research-Based Instructional Models ▪ Student Performance • Developing vertical and horizontal Professional Learning Communities (PLCs) Learning to Maximize Common Planning Time through PLCs • Using Mathematical Modeling to Improve Student Understanding and Achievement • Engaging Students in Current Events Reading to Advance Concepts in Mathematics • Effective Use of SmartBoards in the Mathematics Classroom • Introduction to the Rigor and Relevance Framework • Backwards Design • Literacy and Numeracy Across the Content Areas • “Quadrant D” Rigorous, Relevant Lesson Design • 21st Century Skills ▪ Lesson Design and Delivery for coherence and student growth
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Year Two	Leadership Development	Teacher Professional Development
	Leadership Retreat Two: Growing and Supporting Effective Teams <ul style="list-style-type: none"> • Shared leadership • Effective meetings • Active listening • Progress monitoring • Walkthroughs and appraisals • Leadership in the school community • Induction programs for new staff • Culture of continuous Learning 	Teacher Summer Institute Two: Instructional Design for Rigor and Relevance <ul style="list-style-type: none"> ▪ Using the Rigor and Relevance Framework to Improve Instruction ▪ Knowledge Taxonomy and the Application Model ▪ Research-Based Instructional Models and Lesson Planning Across the Content Areas ▪ Project-Based Learning in the Mathematics Classroom ▪ Unpacking the Common Core State and 21st Century College-Ready Content Standards ▪ Formative and Summative Assessments (including Performance-Based, Alternative Assessments) ▪ Developing “Quadrant D” Units of Study ▪ Designing and Using Rubrics

Year Three	21 st Century Education Seminar Series for Leaders and Teachers
	Ongoing Job-Embedded Professional Development Using one-on-one meetings with members of the leadership team and embedded teacher professional development during common planning time, educators deepen knowledge and skills gained in the previous year and the summer institute. Workshops are held after school, as needed, to reinforce or teach in a different way, content and pedagogy

	introduced in the summer, so that teachers and leaders become fluent practitioners in that area. Professional development focuses in the following areas	
	Leadership Development: <ul style="list-style-type: none"> • Shared leadership • Effective meetings • Active listening • Progress monitoring • Walkthroughs and appraisals • Leadership in the school community • Induction programs for new staff • Culture of continuous Learning 	Teacher professional development <ul style="list-style-type: none"> • Looking at Student Work to Improve Teacher Practice and Student Outcomes <ul style="list-style-type: none"> ▪ Standards-Aligned, Unit Design and Delivery ▪ Differentiation in the Mathematics Classroom ▪ Justification and Generalization as tools to Improve Mathematics Performance ▪ Implementing Student Performance Assessments ▪ Formative and Summative Assessments ▪ Best Practice Instructional Models ▪ Designing and Using Rubrics with students ▪ Alignment with Common Core State and 21st Century Standards

Year Three	Leadership Development	Teacher Professional Development
	Leadership Retreat Three: Leading a High-Performance Organization: <ul style="list-style-type: none"> • Instructional Leadership • Rigorous curriculum and instruction • High payoff instructional practices 	Teacher Summer Institute Three: Beyond Rigor and Relevance <ul style="list-style-type: none"> • Development of a Comprehensive, Four-Year Course of Study aligned to State and 21st Century College-Ready Standards • Grades 9-13 Curriculum

	<ul style="list-style-type: none"> • Assessment for learning • Gap analysis • Curriculum Alignment • Instructional monitoring • Results-driven, flexible scheduling 	<p>Alignment and Vertical Scope and Sequence Development within and across content areas, with a special focus on ELA and Mathematics</p> <ul style="list-style-type: none"> • Analysis of Content with University Partners • Integration of early college experiences in Core and Elective Courses, particularly ELA and Mathematics
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Note that teachers are unpacking the common core and national content standards from the beginning of their professional development process. In a scaffolded process, they learn to look for alignment of standards, assessments, content and pedagogy. They build trust and work in professional learning communities providing feedback for each other on the alignment of lesson plans and homework assignments with the standards. They compare the learning objectives of lessons to student to the content, materials, pedagogy, and performance outcomes at the end of the lesson. By the third year, they pull all of the pieces together, focusing on curriculum alignment from grade nine through the first year of college and finding ways to reinforce process standards across the content areas. Their university partners (Wayne State University, University of Toledo, and University of Michigan) sit at the table with the teachers, offering insights and suggesting alternative sources of information or pedagogical approaches. Because they have worked side-by-side in professional learning communities, leaders and teachers can compare walk-through observations with teachers' analyses of alignment and instructional impact. Together, they will

chart a course of action to improve the instructional process, alignment and outcomes.

4. School Improvement Intervention Plan—5 page limit

Describe in narrative form the building plan for implementing the intervention model selected.

Crockett's plan for implementing the SIG grant can be summarized in 6 areas. This narrative will address all six in turn.

DATA

Crockett plans to collect individualized student data at multiple points throughout the year through the use of STAR Math and Reading, district benchmark assessments, and assessments developed in-house to gather baseline information on student readiness for both Algebra and the ACT/MME. The development of the 9th grade entrance test will be led by Ashley Filpula and a representative from the English department and will be in place in time for the 2011-2012 entering class' application period. The development of the ACT/MME baseline exam will be led by David Musselwhite and a representative from the English department and will be ready by the beginning of the 3-week Summer Enrichment Academy.

These exams will be broken down by objective and directly aligned to grade-appropriate standards. They will be quickly graded by Scantron and data will be tracked on an individual level. This student data will be disseminated to the student's classroom teachers by the department leads in the first week after schedules are settled, allowing teachers to immediately implement tiered instruction and understand student strengths and weaknesses.

The analysis of data will be facilitated by monthly departmental meetings co-chaired by the department lead teacher and the lead teacher of the School Improvement Team (Mr. Musselwhite or Mrs. Finley). The Assistant Principal for Curriculum and Instruction will be tasked with ensuring student data are utilized to drive instruction. This task will be carried out through required monthly observations and the review of unit plans. A template will be created which will force teachers to analyze data and plan tiered instruction. This template will be completed and included with the unit plans, to be reviewed by EdWorks consultants and Mrs. Hurst.

Data will be shared with external partners and parents through regular communications, including teacher calls home, newsletters, and

student-led progress reports. The compiling and presentation of data will be the responsibility of the lead teacher of the School Improvement Team, with the assistance of department lead teachers. All stakeholders will be aware of student progress at all times, allowing for multiple points of leverage to be used in driving student achievement.

August - delivery of baseline ACT/MME to 80 rising juniors targeted for the Summer Enrichment Academy.

August/September - delivery of 9th grade diagnostic exams to applicants.

First two weeks of school – 9th grade teachers receive detailed individual-level student data from entrance examination. Low-performing students placed in an Algebra Readiness course.

By end of September - ACT/MME diagnostic delivered to all rising juniors.

By end of September - 10th and 12th grade students take baseline assessments on STAR Math and Reading software.

By mid-October - 11th graders take baseline assessments using SAT/ACT/PSAT Platinum software.

End of October - monthly data meetings begin, review of unit plans yields measurable data on teachers' use of student-level data.

mid-November - Administrators have individual meetings with teachers to discuss use of student-data and develop action steps.

monthly - data meetings continue in each department.

quarterly - students are reassessed using STAR Math and Reading, measuring growth in each quarter and allowing teachers to readjust instruction based on evolving strengths and areas for growth.

PROFESSIONAL DEVELOPMENT

Crockett will implement professional development in both the pre-implementation period and the regular life of the grant. Areas for professional development the administration has targeted include math and ELA instruction methods and classroom management. PD opportunities for the remainder of the 2010-2011 school year and upcoming summer have already been identified and have been budgeted for in the pre-implementation period. Participants in content-area workshops will be designated by the department lead-teacher in consultation with Principal Hurst, and participants in classroom management workshops will be selected by Principal Hurst in consultation with Mr. Darron Jackson.

Throughout the life of the grant, EdWorks, Wayne RESA, and other outside vendors will provide professional development targeted at effective use of data, increasing rigor, and creating objective-driven

lesson plans. EdWorks plans an extensive amount of PD as outlined in the implementation timeline found later in this grant. PD will be delivered on district-wide professional development days, and any time outside of the regular day will be paid at the contract rate.

Department lead teachers and Title I Coaches will be tasked with ensuring the skills and approaches gained from professional development are continuously used during the school year and will monitor the effectiveness of these interventions. Teachers receiving professional development will complete monthly reflections on their implementation of acquired skills and will review these reflections with the lead teacher of the School Improvement Team. These conversations will focus on student data and will address such questions as “how can I use the strategies gained to target individual low-performing students or objectives on which my class performed poorly?” EdWorks and Wayne RESA will also provide frameworks within which teachers can reflect on their implementation of strategies gained during PD and their effectiveness.

PARENT/COMMUNITY INVOLVEMENT

A subcommittee of the School Improvement Team will be formed to plan community involvement events and to act as liaisons with the PTSA and community stakeholders. Community resource mapping will be implemented to help Crockett identify points of leverage in the local community that can ensure the social-emotional health of students and families, in turn driving student achievement. This subcommittee will meet monthly and a representative from the committee will present a report at the monthly PTSA meetings.

Kitchen-table conversations will be implemented immediately following the beginning of the school year, with the first of these conversations occurring in the first week of September. The School Improvement Team subcommittee will arrange these meetings at times and places that are convenient for as many parents as are interested in attending. Information about these meetings will be disseminated through automated phone calls using BlackBoard, PTSA e-mails and newsletters, and flyers taken home by students.

Information on student achievement will be disseminated to parents and community stakeholders through student-led parent-teacher conferences. Department lead teachers will be tasked with developing a form to concisely share baseline and on-going student data with parents which includes concrete next-steps that can be implemented at home to drive student achievement. Individual strands of the ACT/MME or grade-appropriate standards will be indicated for parents as well as areas for growth and appropriate resources which

parents can leverage at home, including tutoring services, workbooks, or websites with self-guided tutorials. Crockett endeavors at every turn to provide parents with the information they need to motivate and ensure their students' academic success.

INSTRUCTION

Implementation of instructional changes will be spearheaded by a combination of EdWorks consultants, the Assistant Principal for Curriculum and Instruction, and department lead-teachers. Content-area teams will be assembled for the purposes of receiving targeted professional development and monitoring from EdWorks and Wayne RESA, as well as to collaboratively plan and analyze student performance data. These content-area teams will be required to meet monthly and meetings will be co-chaired by the department lead-teacher and the lead teacher of the School Improvement Team. Another focus of these meetings will be identifying additional classroom resources which can be purchased through departmental budgets established with the pre-implementation grant. These resources will include workbooks and manipulatives targeted at addressing particular strands on the ACT/MME or grade-level standards on which student achievement is currently below acceptable levels.

The Assistant Principal for Curriculum and Instruction will further facilitate instructional changes through monthly observations. These observations will focus on classroom best-practices, implementation of PD strategies, and evidence of tiered instruction based on student achievement data. Results of these evaluations will be shared with teachers within one week and a meeting to discuss areas for professional growth and concrete next steps will occur in the week following. These discussions and the added accountability on the part of both teachers and the AP for Curriculum and Instruction will drive student achievement and ensure that student data is being used to its fullest potential in tandem with modern instructional methods geared toward the individual learning needs of each student.

LEADERSHIP

A Process Mentoring Coach from Wayne RESA, as well as an Executive Coach from Mosaica Education, have been assigned to Principal Hurst for the purpose of facilitating the school improvement process. This Coach will also hold meetings with the School Leadership Team and the lead teacher of the School Improvement Team. Coaching will be ongoing throughout the life of the grant.

EdWorks, in conjunction with Mosaica, is providing additional leadership support focused on creating and sustaining a data-driven

instructional delivery system in a safe and welcoming school environment.

SUSTAINABILITY

Crockett's primary focus in the realm of sustainability is to implement systems that will maintain the data-driven instructional model and continually refine instructional practices in light of changing student needs. The departmental review of data, the observations of the AP for Curriculum and Instruction, and the reporting of individualized student data to teachers, parents, and community stakeholders will continue long after the implementation of the grant. Crockett is focused on building a best-practices model that withstands modification given new leadership, new staff, or new operational circumstances as necessitated by changing demographics or district context. Once the systems are in place for the collection, reporting, and analysis of data, as well as the structures through which we will ensure data is being used to drive instruction, Crockett's only need will be the institutional memory required to continue these practices. Given the teacher incentives described in the SIG grant, Crockett will be able to retain the highly qualified staff needed to ensure that the systems we put in place will drive student achievement far into the future.

Review of the data collection methods, reporting structures, and instructional monitoring will continue, with the School Leadership Team analyzing the effectiveness of our practices on a bi-annual basis. Recommendations for new assessment tools, new curricular materials, additional professional development, and enhanced parent/community involvement will be acted upon in alignment with the goals of the SIP.

5. External Provider Selection

Describe the process the building will use to select external providers or note that the school will select external providers from the MDE pre-approved list.

Crockett selected Professional Development based on an analysis of current MME data in the areas of mathematics and ELA instruction. Relying on premiere teacher organizations (National Council of Teachers of Mathematics and the National Council of Teachers of English) in these fields, Crockett plans to send 5 instructors from each area to extensive summer conferences and will ensure that teachers return from these conferences with concrete action steps that can be immediately implemented to impact student achievement. Department

lead teachers will hold meetings after the conferences to discuss learned practices and monitor their implementation, ensuring that the professional development is job-embedded. Crockett also targeted instructors for participation in a workshop on classroom management provided by the Love and Logic Institute based on building-level suspension and office referral trends. Additionally, Detroit Public Schools conducted a needs assessment and aligned it with the comprehensive support provided by the external partner provider. EdWorks was selected from the MDE preapproved list.

EdWorks is a not-for-profit, fee-for-service subsidiary of the nationally recognized KnowledgeWorks Foundation. To drive its work on the ground, EdWorks has developed a portfolio of proven high school approaches; Redesign; Early College; and Science, Technology, Engineering and Mathematics (STEM). Collectively referred to as, "The EdWorks Model," these approaches enable school and district leaders to start-up or restructure a high school through a five-year, step-by-step system of strategies, processes, and tools. The four fundamental components of the EdWorks Model – rigorous curriculum and instruction, climate and culture, aligned assessments and a system of student support – provide the foundation for the work with schools.

Mosaica Education is serving as executive coach and is working with the administration to design structures and supports to improve student achievement.

Wayne RESA is providing a process mentoring team designed to facilitate the school improvement process. Led by experienced administrators, the process mentoring team will guide discussions, lead the creation of action plans, and shepherd Crockett throughout the transformation process. Wayne RESA also provides external support in the form of professional development, data coaching, and coaches in mathematics and ELA instruction.

6. Alignment of Resources

Describe how the building's human and community resources will be aligned to facilitate implementation of the intervention selection.

Crockett has a long history of and commitment to involving parents, the community, and other stakeholders in improving student achievement.

- Leverage knowledge of staff for specialized course offerings
 - o To increase the rigor of our curriculum, Crockett plans to offer additional electives in STEM fields. Identifying staff who have specialized content knowledge will be necessary if higher level elective offerings are to be valuable.
- Alignment of human resources behind the plan through SIT meetings, dissemination of plan through each department

- Community resources:
 - o PCAP/University of Michigan Student Tutors
 - Crockett currently hosts students from the University of Michigan one afternoon a week to provide cross-curricular writing assistance to students in all grade levels.
 - o SES Tutoring Services:
 - A number of tutoring programs are provided free of charge for students, both in the building and in surrounding community locations (churches, etc.).
 - o IMMAD Program:
 - Provided by the University of Michigan, this tutoring service is free to all students and provides ACT assistance. A significant number of Crockett seniors participate in this program, and partnerships between IMMAD instructors and classroom teachers provides synergy and momentum for increasing ACT scores.
 - o Barristers' Program :
 - Provided by the Detroit Metropolitan Bar Association, this mentoring program assists students with resume writing and mock interviews. Students experience mock trial. Program also provides for the opportunity for one student to participate in a summer internship.

- Wayne State University ETS Program:
 - This program guides students to college-readiness through workshops, campus tours, and one-on-one assistance with college, scholarship, and financial aid applications.
- Detroit Compact:
 - This program prepares students for college- or job-readiness upon graduation. Students who meet program requirements can earn a two- or four-year scholarship consisting of tuition and fees. Currently, approximately 10% qualifies for the Compact.
- Reaching Higher:
 - This program encourages students who have significant academic difficulties to stay in school and build self-esteem. Meetings are held with 25 students identified by counselors who were seen as potential drop-outs. Between 75-80% of the students who participate in the program increase attendance and grades and decrease behavioral concerns after completion.
- Wayne County Prosecutor's Office:
 - Crockett partners with the Wayne County Prosecutor's Office to improve attendance and behavioral issues. The Office meets with students struggling with attendance and identifies reasons for that struggle.

Crockett will pursue ongoing opportunities to expand this list of community partnerships through a community mapping process.

7. Modification of local building policies or practices

Describe any local building policies or practices that will need to be modified to assure successful implementation of the intervention; such as an amendment to the collective bargaining agreement if needed.

The District, in collaboration with the Detroit Federation of Teachers, negotiated new contractual language allowing for shared decision-

making to provide schools the level of autonomy and operational flexibility they require to improve student achievement. Under the District's Priority Schools Agreement with DFT, all members of Priority Schools are required to participate in shared decision-making.

Crockett, under this agreement, also has the opportunity to engage in a selective staff screening process using scripted questions agreed upon by DPS and the DFT. In order to fully utilize this capability, Crockett would like to require interviewees to submit exemplar lesson plans, evidence of significant student achievement (in the form of anchor work or test results), and to present a portfolio of their professional teaching practice. Under the current agreement, it is unclear as to whether or not these requirements would be allowed of DFT members. Clarification of contract language and potential additions are required to fully implement Crockett's vision of an effective staff selection process.

8. Timeline

Include a comprehensive 3-year timeline for implementing the selected intervention.

Description of Work	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
Pre-Implementation (March 2010 – September 2011)												
Purchase/creation of assessment tools							◆	◆	◆	◆	◆	◆
Love and Logic Professional Development							◆					
National Council of Teachers of Mathematics and National Council of Teachers of English conferences for staff from each department										◆	◆	
Purchase and installation of computer labs							◆	◆	◆	◆	◆	◆
Purchasing and training on use of Apple iPads							◆	◆	◆	◆	◆	◆
Installation and professional development on Mathematica software for math classrooms							◆	◆	◆	◆	◆	◆
Summer Enrichment Academy (includes baseline assessments for 80 rising juniors, targeted instruction and test preparation)											◆	◆
Description of Work	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG

Description of Work	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
Year One (September 2011 – August 2012)												
Conduct Mini Teacher Institute	◆	◆				◆	◆					
Conduct assessments with all students in grades 9 and 10 and any students in grades 11 and 12 who have not scored proficient on the MME or met the ACT threshold for performance	◆	◆	◆	◆	◆	◆	◆	◆				
Assess effectiveness of plans for safety, security, discipline and attendance. Adjust as needed.	◆		◆		◆		◆		◆			
Identify a local community engagement partner; develop work plan with that partner	◆						◆					
Make a formal Progress report to the local community	◆									◆		
Collect student, teacher, school data			◆				◆				◆	
Implement an authentic community engagement plan focusing on the 2020 Forecast; help the community come to know about and engage with the new SLCs		◆	◆	◆	◆	◆	◆	◆	◆	◆		
Ongoing, Job-Embedded Literacy Coaching	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Ongoing, Job-embedded Math Coaching	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Ongoing, Job-Embedded Data Coaching	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Ongoing, Job-Embedded Leadership Coaching	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Administer formative assessment				◆			◆			◆		
Conduct Triage process with existing 10 th , 11 th and 12 th graders in each SLC to target students in need of intervention.				◆	◆	◆	◆	◆	◆			
Conduct “Accelerated Academies” to meet needs identified through the Triage Process and formative and classroom assessments				◆	◆	◆	◆	◆	◆			
Contextualize the EdWorks system for shared leadership to reflect local school areas of focus and priorities <ul style="list-style-type: none"> Elect SLC leadership teams Form the Campus-Wide Leadership Team 				◆	◆							
Conduct SLC Leadership Team and Campus-Wide Leadership Team meetings, making recommendations for action/decisions according to the agreed-upon structures						◆	◆	◆	◆	◆		
Identify specific university and business						◆	◆	◆	◆	◆		

Description of Work	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
partners with content expertise in the focus areas for each SLC; build work plans with each partner												
Guide staff through a research review in the specific focus areas of each SLC <ul style="list-style-type: none"> Work in cross-curricular teams to unpack national core and content standards and explore implications for the focus area of each SLC Collaborate with staff and university partners to develop coherent, four-year learning plan reflecting the focus of each SLC (if applicable, an SLC may choose to adopt an EdWorks prototype design and corresponding four-year learning plan) 							◆	◆				
Administer student, teacher and leadership surveys							◆	◆				
Conduct the annual school assessment using the EdWorks rubrics for Organizational Effectiveness and Instruction (See attached Overview of the Assessment Process.)								◆	◆			
Develop student and teacher schedules reflecting the new four-year learning plans for incoming 9 th graders and rising 10 th graders; develop a schedule for 11 th and 12 th graders that allows them to complete their previous learning plan									◆			
Hold Student-Led parent/family-teacher conferences									◆	◆		
Conduct Leadership Retreat One										◆		
Conduct Teacher Summer Institute One										◆		◆
Conduct the Student Summer Bridge												◆

Description of Work	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
Year Two (September 2012 – August 2013)												
Hold regular meetings of SLC and Campus-Wide leadership teams	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆		◆
Conduct assessments with all students in grades 9 and 10 and any students in grades	◆	◆	◆	◆	◆	◆	◆	◆	◆			

Description of Work	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
11 and 12 who have not scored proficient on the MME or met the ACT threshold for performance												
Make a formal Progress report to the local community	◆											
Assess effectiveness of plans for safety, security, discipline and attendance. Adjust as needed.	◆		◆		◆		◆		◆			
Ongoing, Job-Embedded Literacy Coaching	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Ongoing, Job-embedded Math Coaching	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Ongoing, Job-Embedded Data Coaching	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Ongoing, Job-Embedded Leadership Coaching	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Hold Student-Led parent/family-teacher conferences		◆							◆			
Conduct Triage process with existing 10 th , 11 th and 12 th graders in each SLC to target students in need of intervention.			◆	◆	◆	◆	◆					
Conduct “Accelerated Academies” to meet needs identified through the Triage Process and formative and classroom assessments			◆	◆	◆	◆	◆	◆				
Collect student, teacher, school data			◆				◆				◆	
Revisit effectiveness of new operational structures and policies for the innovative schools; adjust, as needed					◆	◆	◆					
Administer formative assessment				◆			◆			◆		
Revisit strategic plans and milestones for each site, involving all site-based leaders and teachers in the process, along with community representatives							◆	◆	◆			
Revisit progress and work plans with local community engagement, business and university partners; adjust, as needed			◆							◆		
Administer student, teacher and leadership surveys							◆	◆				
Conduct Annual Assessment using the EdWorks Rubrics for Operational Effectiveness and Instruction. Administer student, teacher and leadership surveys								◆	◆			
Develop student and teacher schedules reflecting the new four-year learning plans for									◆			

Description of Work	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
incoming 9 th graders and rising 10 th and 11 th graders; develop a 12 th graders that allows them to complete their previous learning plan												
Hold the Leadership Retreat Two										◆		
Conduct Teacher Summer Institute Two										◆		◆
Conduct the Student Summer Bridge												◆
Year Two Milestones <ul style="list-style-type: none"> • All 9th and 10th grade students enrolled in a college and career-ready curriculum • Increase on-time grade-level progression over baseline school year 2009-10 • Decrease dropout rate between 9th and 10th grade over baseline school year 2009-10 • Increase attendance over baseline school over baseline school year 2009-10 • Decrease Type A and B disciplinary offenses over 2009-10 • Reduce the number of failing grades over baseline school year 2009-10 • Implemented year two of the five-year teacher and leader professional development plans. • Evidence of expanded family and community participation in the school 												

Description of Work	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
Year Three (September 2013 – August 2014)												
Regular meetings of SLC and Campus-Wide leadership teams		◆	◆	◆	◆	◆	◆	◆	◆	◆		◆
Conduct baseline assessments with all students in grades 9 and 10 and any students in grades 11 and 12 who have not scored proficient on the MME or met the ACT threshold for performance	◆											
Make a progress report to the local communities	◆											
Assess effectiveness of plans for safety, security, discipline and attendance. Adjust as needed.	◆		◆		◆		◆		◆			
Ongoing, Job-Embedded Literacy Coaching	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Ongoing, Job-embedded Math Coaching	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Ongoing, Job-Embedded Data Coaching	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Ongoing, Job-Embedded Leadership Coaching	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Conduct teacher professional development	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆		

Description of Work	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
through extended time and guided agendas in common planning time. Reinforce and build upon knowledge and skills learned in the previous year and summer institute												
Conduct Triage process with existing 10 th , 11 th and 12 th graders in each SLC to target students in need of intervention.			◆	◆	◆	◆	◆					
Conduct “Accelerated Academies” to meet needs identified through the Triage Process and formative and classroom assessments			◆	◆	◆	◆	◆					
Hold Student-Led parent/family-teacher conferences		◆							◆			
Collect student, teacher, school data			◆				◆				◆	
Administer formative assessment				◆			◆			◆		
Revisit effectiveness of operational structures and policies for the innovative schools; adjust, as needed					◆	◆	◆					
Revisit strategic plans and milestones for each site, involving all site-based leaders and teachers in the process, along with community representatives							◆	◆	◆			
Conduct Annual Assessment using the EdWorks Rubrics for Operational Effectiveness and Instruction. Administer student, teacher and leadership surveys								◆	◆			
Develop student and teacher schedules reflecting the new four-year learning plans for incoming 9 th graders and rising 10 th , 11 th and 12 th graders									◆			
Hold Student-Led parent/family-teacher conferences												
Conduct Leadership Retreat Three										◆		
Conduct Teacher Summer Institute Three										◆		◆
Conduct Student Summer Bridge												◆
<p style="text-align: center;">Year Three Milestones</p> <ul style="list-style-type: none"> • All 9th, 10th and 11th grade students enrolled in a college and career-ready curriculum • Increase state exam passage rates over the previous year • Increase on-time grade-level progression over the previous year • Decrease dropout rate over the previous year • Evidence of student participation in initial AP/Dual Enrollment options 												

Description of Work	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
<ul style="list-style-type: none"> Implemented year three of the five-year teacher and leader professional development plans. 												

9. Annual Goals

Determine the school's student academic achievement goals in reading and mathematics **for each of the next three years** as determined by the state's assessments (MEAP/ MME/Mi-Access). For example, if the present proficiency rate in mathematics is 18%, what will it be at the end of year one of the grant, year two, and year three.

	Current Proficiency Rate	Goal for 2011-12	Goal for 2012-13	Goal for 2013-14
Reading	32%	42%	67%	80%
Mathematics	7%	17%	38%	60%

10. Stakeholder Involvement

Describe the LEA's process for identifying and involving stakeholders in the selection of the intervention model and the preparation of the application.

Crockett Technical High School has an ongoing commitment to including parents in the transformation process. These efforts include parent representation on the School Improvement Team, monthly meetings to share data trends and school needs, and two parent liaisons. These liaisons will operate under the PTSA's supervision and will be tasked with maintaining accurate phone numbers for students, calling home for attendance or academic concerns upon the request of teachers, and scheduling individual conferences as needed to discuss the student's academic progress.

Parent involvement in the preparation of this application includes discussions with the PTSA president for the purpose of identifying areas for improvement, discussions at monthly PTSA meetings about the importance of data-driven instruction, and Title I parent meetings held at the beginning of the year to outline the school's current resources and achievement data. Crockett is committed to expanding these practices and constantly seeking comment from parents on school improvement objectives and strategies through town-hall meetings, student-centered conferences, kitchen table conversations, and the collection of parent perception data.

Additionally, meetings were held with community leaders, parents, teachers, union representatives, and business leaders. The District's plan was presented to them and they were allowed to comment and give input on how to make the application and transformation plan stronger. The community was also engaged during the development of the Academic Plan and Master Facilities Plan, both of which were essential parts of the School Improvement application and the intervention model. The Detroit Board of Education passed a resolution approving the School Improvement Grant. Crockett Technical High School also collaborated with EdWorks, Wayne RESA, and parents in preparing the School Improvement Application.

11. Sustaining Reforms

Describe how the reforms from the selected intervention will be sustained in this school after the funding period ends.

The collection of student-level data is an easily sustainable process. Once the infrastructure and assessments are created and data compiling procedures designed by Mr. Musselwhite are in place, institutional memory would be the only challenge to sustainability. With the implementation of staff incentives to retain necessary staff, as well as the Turn Key leaders identified by EdWorks, Crockett has no doubts that the systems created to collect and monitor student data will be in place long after the life of the grant. Given adequate technical support from the district, the data system is fully sustainable. Yearly review of data collection procedures will ensure that the system still serves the needs of Crockett's students.

The momentum behind the School Improvement Plan will be maintained through the retention and hiring processes outlined in the Priority Schools agreement reached between the District and the DFT. Under this program, buildings have much more authority in terms of staffing. Mrs. Hurst and the Selection Committee can use this authority to ensure that staff who serve at Crockett are aligned with the goals of the SIP. To date there is no terminal date for the Priority Schools agreement, giving no indication that this ability is not sustainable after the grant has run its course.

The sustainability of progress will also be assured through support, mentoring, and monitoring from external partners such as Wayne RESA. Continued professional development on the use of data, instructional coaching, and executive coaching can be provided independent of the School Improvement Grant and will ensure that Crockett maintains momentum and reflects on its practices and achievement results.

A major force for sustainability will come from the SIT lead teachers (Mr. Musselwhite and Mrs. Finley) and the departmental leads. Crockett is not under the impression that it will suffer from no staff turnover, but the practices developed by the lead teachers will be codified to achieve continuity should new teachers fill those positions. Meeting structures and templates for reflection on data and professional development will be developed in consultation with the full staff. Internal promotion to department lead or SIT lead will ensure the institutional memory required for the smooth functioning of these structures after the grant period ends.

The continued use of individualized student plans and assurance that student data is driving instruction will be sustained by the Assistant Principal for Curriculum and Instruction. In support of this goal, an Instructional Effectiveness Committee will be created. Bi-monthly meetings between Mrs. Hurst, the lead teachers of the SIT, a counselor, the PTSA President, a Student Council representative, and the AP for Curriculum and Instruction will take place for the purpose of overseeing these structures. At these meetings, the AP will share observation data and areas for improvement will be identified by the full committee. The committee will discuss sample unit plans and

identify staff with whom follow-up needs to be made for insufficient use of data to drive instruction.

Title I funds in the budget will be repositioned to support new areas of instructional concern, identified by ongoing review of student achievement data. This process is independent of the SIG and will take place long after the life of the grant.

Through the efforts of the three-year plan, including ongoing job embedded professional, learning communities, shared leadership, and focus on continued collaboration, Crockett will help to build capacity of all stakeholders to ensure that the school moves forward in its efforts for ongoing improvement in all core academic subjects.

Finally, Crockett will maximize general and title funding, and will reach out to the local business and university/community partnerships to ensure their assistance beyond the life of the grant.

Section B.

Complete the attachment that describes the requirements and permissible activities for the chosen intervention.

Attachment A – Transformation

Section C.

Budget pages—A separate 1 and 3-year budget together with budget narrative must be submitted for each school. The budget for year 1 must be separated into the funding needed for the pre-implementation activities and implementation activities that begin with the school year 2011-12.

Example:

Year 1 Pre-Implementation	Year 1 Implementation	Year 2	Year 3	Three-Year Total
\$179,000	\$ 1,996,334	\$900,000	\$ 600,000	\$ 3,496,334

Section D.

Baseline Data Requirements

Fill in the data requested. MDE is required to send this information to USDOED on a yearly basis.

USDOE Baseline Data Requirements

Provide the most current data (below) for each school to be served with the School Improvement Grant. These data elements will be collected annually for School Improvement Grant recipients.

Metric	
School Data	
Which intervention was selected (turnaround, restart, closure or transformation)	Transformation
Number of minutes in the school year	62,000
Student Data	
Dropout rate	6.4%
Student attendance rate	88%
For High Schools: Number and percentage of students completing advanced coursework for each category below	
Advanced Placement	0
International Baccalaureate	0
Early college/college credit	0
Dual enrollment	0
Number and percentage enrolled in college from most recent graduating class	63%

Student Connection/School Climate	
Number of disciplinary incidents	123
Number of students involved in disciplinary incidents	78
Number of truant students	38
Teacher Data	
Distribution of teachers by performance level on LEA's teacher evaluation system	
Teacher Attendance Rate	96

Fiscal Information

The MDE has asked for (and been granted) a waiver of section 421(b) of GEPA to extend the period of availability of the SIG funds. That waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver. Budgets must be submitted for school years 2011-2012, 2012-2013, and 2013-2014.

USES OF FUNDS

School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, **funds cannot supplant non-federal funds or be used to replace existing services.**

Improvement funds must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. (This funding number must not be the same number as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.)

Intensive monitoring of grant implementation and evaluation are required and will begin in Fall 2011.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on implementing one of the four turnaround models at the school.

The CFDA (Code of Federal Domestic Assistance) Number for this grant is #84.377A; 84.388A.

ARRA School Improvement Grant (SIG) II 2011 Budget Detail

For Crockett High School

110 - Basic Programs

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
119 - Basic Programs – Other Basic Programs	Teacher Stipends for a 5day Summer School Professional Development experience. The Summer Teacher Institute is an essential component of campuses plans to convert into small learning communities. The EdWorks Prof.Dev. system is designed to deliver 80hrs of PD annually for every teacher in the school through a series of embedded PD. Salary for 40 teachers x 20hrs @ \$23.82hr x 5days + benefits	4000h	\$95,280	\$26,974					\$122,254
	Sub-Total	4000h	\$95,280	\$26,974					\$122,254

120 - Added Needs

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
125 - Added Needs – Compensatory Education	Instructional Specialist (Resource Coordinator) to staff an in-house suspension program, providing teacher designed instruction to students to minimize down loss of learning time during the suspension period. Salary @ \$74,300 + benefits	1	\$74,300	\$26,005					\$100,305
	Sub-Total	1	\$74,300	\$26,005					\$100,305

210 - Support Services – Pupil

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
211 - Support Services – Pupil – Truancy/Absenteeism Services	Attendance Agent: One FTE Attendance Agent for in-house attendance and discipline officer who knows and is known by the community to continuously seek out students and help break down barriers to their attendance. Salary @ \$61,600 + benefits	1	\$61,600	\$21,560					\$83,160
	Sub-Total	1	\$61,600	\$21,560					\$83,160

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Crockett High School

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
212 - Support Services – Pupil – Guidance Services	Salary for an Educational Technician (College Awareness Coordinator) that will work with students directly to provide experiences and information that will help them to be prepared to attend college. Salary @ \$29,500 + benefits	1	\$29,500	\$10,325					\$39,825
212 - Support Services – Pupil – Guidance Services	Cost of Tripod Student Survey: The school will participate in the nationally-normed survey process designed by Harvard Professor Ron Ferguson and adopted by the Bill & Melinda Gates Foundation as a tool gauging levels of student engagement in the curriculum and its relation to effective teaching and student outcomes. Surveys are \$9.50 per student x 400 students = \$3,800				\$3,800				\$3,800
212 - Support Services – Pupil – Guidance Services	Cost of Michigan Virtual Schools: Opportunities for online credit recovery, as well as academic enrichment for advanced students, will be provided by Michigan Online Schools. This includes AP courses as well as core curriculum @ \$20,000				\$20,000				\$20,000
212 - Support Services – Pupil – Guidance Services	Cost of Summer Bridge for 17 counselors (college or graduate students) for 60 hrs over 2wks at \$15hr. A Summer Bridge program is designed to help incoming ninth graders raise their academic skills and adjust to the expectations and procedures of high schools. Purchase price @ \$18,300				\$18,300				\$18,300
212 - Support Services – Pupil – Guidance Services	Cost of Accelerated Academies: 120 hrs of tutoring/support provided by college/graduate students over the course of 16 wks during the school year @ \$15hr: will provide intense support for tenth, eleventh & twelfth grade students to assist them in achieving proficient or advanced proficient scores on the MME and raising ACT scores.				\$28,800				\$28,800
212 - Support Services – Pupil – Guidance Services	Supplies & Materials for Summer Bridge: markers, poster board, paper, copies of instructional materials @ \$2500. Materials for Accelerated Academies: markers, poster board, paper, copies of instructional materials, calculator ets @ \$2500					\$5,000			\$5,000

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Crockett High School

212 - Support Services – Pupil – Guidance Services	College Visits: College Access Coordinator will lead trips to visit colleges in the region 8 times per year. Expenses include \$100/mileage based on the IRS reimbursement rate, \$15 for food & beverages x 5 participants for 8 trips.								\$1,400	\$1,400
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212 - Support Services – Pupil – Guidance Services	Conflict Resolution Specialist: To run the program throughout the school year, to target areas of needs with all of our students who are faced with multiple situations. Salary @ \$50,000 + benefits	1	\$50,000	\$17,500						\$67,500
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Sub-Total		2	\$79,500	\$27,825	\$72,300	\$5,000				\$184,625
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Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
213 - Support Services – Pupil – Health Services	School Nurse (Psychologist) : One FTE that will provide wellness checks, nutrition and physical safety, social & emotional health safety cautions to reproductive health, and will address the barriers to learning and promote student success by giving training, seminars and workshops on prevention of alcohol, tobacco & drug abuse. Salary @ \$69,000 + benefits	1	\$69,000	\$24,150					\$93,150
Sub-Total		1	\$69,000	\$24,150					\$93,150

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
216 - Support Services – Pupil – Social Work Services	Social Worker: One FTE to provide services for low SES students and their families. Salary @ \$73,000 + benefits	1	\$73,000	\$25,550					\$98,550
216 - Support Services – Pupil – Social Work Services	Supplies for the Social Worker to be able to provide to families: backpacks & school materials. Based on a school population of 797 students @ \$20 each					\$15,940			\$15,940
Sub-Total		1	\$73,000	\$25,550		\$15,940			\$114,490

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Crockett High School

220 - Support Services – Instructional Staff

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
221 - Improvement of Instruction	Instructional Specialist (Teacher Leader): 2 Teacher leaders to provide instructional leadership in building staff capacity to increase student academic achievement in core subjects. Salary @ \$69,000 each + benefits	2	\$138,000	\$48,300					\$186,300
221 - Improvement of Instruction	Instructional Specialist: Salary for 3 FTE Math & Literacy Coaches to provide instructional support to school leadership, teachers, and special educational professionals. Salary @ \$74,300 each + benefits	3	\$222,900	\$78,015					\$300,915
221 - Improvement of Instruction	Staff Stipends: Compensation for time spent in after school professional development sessions for 40 teachers @ \$23.82hr x 15 sessions x 5hrs each = \$71,460 + benefits	3000h	\$71,460	\$20,230					\$91,690
221 - Improvement of Instruction	Substitute Teachers will be provided to support teacher Prof. Development for the whole school team to meet 4x a year to discuss ongoing school issues. Pay for 15 Substitutes x 15 days @ \$114 hr				\$25,620				\$25,620
221 - Improvement of Instruction	Whole School Team Stipends: 15 teacher members for the whole school will receive \$1500 for their participation and work. The whole school team is a cohort of teachers who work closely with school administrators to assure the smooth operation of the school, continued focus on the improvement of instruction, and follow up to professional development.				\$22,500				\$22,500
221 - Improvement of Instruction	AP Training: \$200 registration fee for 4 teachers for 2 sessions to attend the Leadership Institute provided by EdWorks				\$1,600				\$1,600
221 - Improvement of Instruction	Supplies & Materials: Each staff member will have \$100 to purchase materials for use in the classroom or for their professional development					\$10,000			\$10,000
221 - Improvement of Instruction	Off-site Teacher Summer Institute: Meetings for all members of the faculty. Professional Development provided by EdWorks: Cost include: \$2000 for room rental; \$25/person/day for food and beverage for 40 participants for 12 sessions				\$14,000				\$14,000

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Crockett High School

221 - Improvement of Instruction	Off-site Leadership Team: Meetings for 10 members plus the EdWorks Coach. Room Rental \$500; Food & beverage @ \$50/day (2days); Hotel for 1 night \$165 each = \$3415				\$3,415				\$3,415
221 - Improvement of Instruction	AP Training Travel & Expenses: \$40 for roundtrip mileage/person and \$30/person for meals.				\$560				\$560
221 - Improvement of Instruction	Leadership Institute Travel: Travel expenses for a team of 6 to attend the Leadership Institute provided by technical assistance provider EdWorks in Cleveland Ohio. The cost per individual is \$698 with an estimated 4% increase annually for inflation. Hotel \$330 (\$165 x 2nights), Mileage \$200, Meals/Incidentals \$168 (3days at the GSA Federal per diem rate for Cleveland of \$56 day) = \$4188				\$4,188				\$4,188
	Sub-Total	5/3000h	\$432,360	\$146,545	\$71,883	\$10,000			\$660,788

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
225 - Computer-Assisted Instruction	Cost for classroom technology to increase student academic achievement in the core subjects - 8 Smart Boards @ \$5000 each, 10 Sets of Prometheon Boards @ \$5,000 each; 6 sets plus training of Clickers @ \$2500 each, 40 Imacs for one classroom @ \$1500 each = \$170,600					\$170,600			\$170,600
	Sub-Total					\$170,600			\$170,600

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
226 - Instructional Staff Supervision and Direction	Short Cycle Assessment: A provider that will be selected to provide online or automated tests for students in each of the four grades approx. 3x a year, helping place new students into appropriate instructional programs. The estimated cost based on the providers under consideration is \$19 student per year				\$15,143				\$15,143

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Crockett High School

226 - Instructional Staff Supervision and Direction	Cost of Yearly Pro-Math for aprx. 270 students for 3yrs @ \$9.50 a student				\$7,572				\$7,572
226 - Instructional Staff Supervision and Direction	Data Analyst: One FTE equivalent position for an "Instructional Specialist" dedicated to the collection of data. This individual would be responsible for working with teachers to assure that they are able to analyze the data, understand it and use the information that it provides to inform classroom instruction. Salary @ \$74,300 + benefits	1	\$74,300	\$29,724					\$104,024
	Sub-Total	1	\$74,300	\$29,724	\$22,715				\$126,739

230 - General Administration

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
232 - Executive Administration	EdWorks (as a technical assistant provider): A Transformation manager @ 1/6 of a full-time equivalent position at \$125,000/yr. This position assures smooth implementation of the transformation work, manages the relationship between the district, school and provider as it relates to transformation, and seeks ways to find efficiencies in implementation of the work at each of the seven sites @ \$21,250				\$21,250				\$21,250
	Sub-Total				\$21,250				\$21,250

260 - Operation and Maintenance of Plant

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
261 - Operating Buildings Services	Cost for a School Phone Software System @ \$15,000						\$15,000		\$15,000
	Sub-Total						\$15,000		\$15,000

310 - Community Services – Direction

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Crockett High School

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
311 - Community Services – Direction	Parent Advocate: One FTE (Ed. Tech) that will coordinate parent universities, outreach to parents, volunteer services, and to work with parents to ensure the needs of the students are being met at the school and in the community. Salary @ \$29,500 + benefits	1	\$29,500	\$10,325					\$39,825
311 - Community Services – Direction	Parent Liasion: 2 Coordinators @ \$6000 stipends each, will coordinate community by phone, email, or other means between teachers and parents by contacting parents of students struggling academically or with behavior problems.				\$12,000				\$12,000
311 - Community Services – Direction	PURCHASED SERVICE - Cost of POSTAGE AND MAILING communication to Title I parents to involve parents in meeting, workshops and student activities for identified targeted students.				\$5,000				\$5,000
311 - Community Services – Direction	Purchased Service: Cost of 6 Parent Engagemnet Coordinators at a stipend of \$3000 each				\$18,000				\$18,000
311 - Community Services – Direction	Supplies & Materials: Consumable supplies for parent meetings: chart paper, markers, food and beverage					\$10,000			\$10,000
	Sub-Total	1	\$29,500	\$10,325	\$35,000	\$10,000			\$84,825

330 - Community Activities

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
331 - Community Activities	Centers of Strength: A \$20,000 contract with a trusted local nonprofit community organizatin that are positioned to provide support to the school, students, parents and community memembers who are engaged in the Transformation process.				\$20,000				\$20,000
	Sub-Total				\$20,000				\$20,000

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)
For Crockett High School

Sub Total	13/7000h	\$988,840	\$338,658	\$243,148	\$211,540	\$15,000	\$1,797,186
Indirect Cost (Max Allowed: 4.45%)							\$0
Grand Total							\$1,797,186
Allocation							\$0

Attachment A--Transformation Model

The following items are required elements of the transformation model. Give a brief description after each requirement as to how it will be implemented.

1. Replace the principal

Deborah Hurst was appointed Principal of Crockett for the 2009-10 school year and has led an inclusive, transparent process to dramatically increase student achievement.

2. Include student data in teacher/leader evaluation

Through the STAR Math and Reading, SAT/ACT/PSAT Platinum, district benchmark tests, and baseline assessments outlined previously, student data will both drive instruction and will be used by administration in evaluating the effectiveness of staff members. This evaluation will include quarterly data meetings between instructors and content-area lead teachers to assess progress and identify immediate needs. Additional data oversight will be provided by the Assistant Principal for Curriculum and Instruction.

3. Evaluations that are designed with teacher/principal involvement

The teacher evaluation process/tool was developed in collaboration with the Detroit Federation of Teachers. Teachers at Crockett High School were represented by the Detroit Federation of Teachers in the design of the evaluation tool.

4. Remove leaders/staff that have not increased achievement

The removal of ineffective teachers is facilitated by the Priority School hiring process, as agreed to by the Detroit Federation of

Teachers. This process entails the convening of a Selection Committee responsible for interviewing candidates for staff positions. By being designated as a Priority School, Crockett was required to replace 50% of its staff prior to the 2010-2011 school year. This agreement applies to future years as well under the Priority Schools agreement, meaning that the Selection Committee will have ample opportunity to remove ineffective instructors.

5. Provide on-going job embedded staff development

Crockett, in collaboration with EdWorks and Wayne RESA, will receive intensive, ongoing job-embedded professional development and one-on-one coaching for teachers and leaders. This includes PD in the areas of data collection, analysis and use; research-based practices in mathematics instruction including integration of technology; development of vertical teams to establish Professional Learning Communities with a focus on integrating reading and math instruction in all areas of the curriculum; differentiated instruction and tiered learning approaches; alignment of curriculum to district, state, and national standards; as well as research-based classroom management techniques such as Love and Logic. Crockett, in collaboration with EdWorks, will institute a 5-Year Professional Development Plan, and Hands-on-Leadership Development Plan, a Teacher Summer Institute, and an online professional networking and learning community. All aspects of the planned professional development will be continuously monitored and adjusted to reflect the changing needs of Crockett's staff and students.

6. Implement financial incentives or career growth or flexible work conditions.

Flexible work conditions and school-based performance pay will be implemented by agreement between the District and Priority School staff. Flexible work conditions will be provided in the form of an extended school day, to be used for credit recovery, tutoring, SES services, and enrichment activities, as well as through participation in shared decision-making processes. In addition, as delineated in the Priority School agreement, hiring will be based on a selective application process and not strictly on seniority. Staff will also be required to participate in mandatory prescriptive and prescribed professional development.

To further the connection between academic achievement and school performance, a school-based performance bonus will be offered based on available funding. Criterion and benchmarks for school-based performance pay will include measurable improvements in student and staff attendance on a school-wide basis, performance on standardized tests, overall student grade point average, graduation rates, reduction in drop-out rates, attaining and/or maintaining Adequate Yearly Progress and other provisions identified by the No Child Left Behind Act. Based on the above criteria Crockett staff who have increased student achievement will be eligible for school based performance bonuses.

7. Use data to identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards.

The current data available to Crockett includes aggregated data from MME results and individualized data from district benchmark tests.

The administration, in consultation with EdWorks, Wayne RESA, and teachers from all departments has identified data as a current weakness and impediment to effective instruction. Through the SIG Grant we plan to implement a comprehensive assessment system that will provide individualized data aligned to MME and ACT standards, driving tiered instruction in the classroom. Our assessment plan includes:

- A comprehensive mathematics and language arts entrance exam given to applicants before the ninth grade year. This will allow teachers immediate data about strengths and deficits and will drive instruction to ready students for high-school level content assessed by the MME and ACT.
- Ongoing data collection through the use of STAR Math and Reading programs so that teachers can see how student needs are changing and differentiate instruction on an individual level.
- Ongoing data collection through the use of SAT/ACT/PSAT Platinum software, which reports on baseline assessment results and gives individualized study plans.
- A baseline MME Math and Reading exam delivered during a 3-week Summer Enrichment Academy prior to the junior year. This data will guide instruction throughout the junior year and allow teachers to target individual strengths and weaknesses for tiered instruction in preparation for the MME and ACT exams.

8. Promote continuous use of student data to inform instruction and meet individual needs of students.

Following Year One of the grant's implementation the School Improvement Team will engage in thorough reflection and analysis of this assessment plan and target further areas in which student-level data are needed.

9. Provide increased learning time

- a. Extended learning time for all students in the core areas....

Extended learning opportunities to be implemented at Crockett include enhanced coursework such as Advanced Placement and an accelerated course sequence including “double-dosing” in 9th grade ELA and Mathematics. These double periods will be targeted to low-performing as identified by entrance exams and STAR Mathematics and STAR Reading assessments in order to ensure intense academic instruction in support of exceeding rigorous expectations.

- b. Instruction in other subjects and enrichment activities that contribute to a well-rounded education...

Crockett also plans to add course options in the fine arts, including drama and music, as well as expanding foreign language offerings based on student interest. These expanded course offerings will complement elective choices in STEM, including DAPCEP, Anatomy & Physiology, Physics, Trigonometry, Calculus, Computer Science, and other courses offered through the Michigan Virtual School. Implementation of the MVS courses will be aided by added technology including 2 fully-outfitted computer labs and 12 new computers in the school library.

- c. Teachers to collaborate, plan and engage in professional development...

In addition to professional development through EdWorks and other sources previously identified, Crockett will implement department meetings chaired by content-area lead teachers to facilitate vertical planning, the analysis of student performance data, and to institute a system for monitoring the implementation of strategies gained from professional development. This shared planning time will ensure

consistency across the curriculum, will allow teachers to share best practices and ideas for instruction, and will provide content-specific context in which to discuss pervasive weaknesses on MME/ACT objectives.

10. Provide ongoing mechanisms for family and community engagement

Crockett plans to increase community engagement through the implementation of “kitchen table conversations” held in convenient locations and designed to elicit input from parents, community leaders, and local businesses as to the goals we set for our students and the outcomes we want to achieve with and for them, including real-world applied learning experiences such as internships and work-study agreements. Community engagement may also arise in the form of cross-curricular meetings and team-teaching, either in the school building or on-site with our community partners. A third element of these discussions will involve the safety and emotional health of students, both at home and in the school, and what resources can be leveraged to support students’ social and emotional needs. A sub-committee of the School Improvement Team, in conjunction with the PTSA, will be tasked with establishing a timeline for these discussions and reflection upon the opportunities they present.

Opportunities for these types of learning situations will be identified through the creation of a community map. The purpose of the community mapping exercise will be to identify and mobilize existing local assets and skills of a community in the service of our students. This will allow Crockett to play an integral role in finding sustainable solutions specific to local community challenges. A strong community mapping process will allow Crockett to create a seamless

tapestry of academic, social and emotional supports for students, linking home, school, neighborhoods, businesses, educational and government institutions, and local organizations.

Parent investment will also be cultivated through the introduction of student-led parent-teacher conferences which focus on individualized growth needs as identified by the various assessments previously detailed. With individual data in hand, students, parents, and teachers can have meaningful conversations about upcoming events and the student's educational needs and can develop concrete action steps to drive student achievement. The Student Growth Plan encompasses general academics, independent projects, internships, service learning, and other endeavors related to the student's growth. Providing connections between all facets of a student's learning, the Student Growth Plan is more than a record of the student's daily schedule of standardized coursework. Beginning with the Summer Bridge transition between 8th and 9th grades, students chart a course that will put them on track for Advanced Placement courses, college dual enrollment and advanced career certifications

11. Provide operational flexibility (staffing, calendars/time/budgeting) to implement comprehensive approach to substantially increase student achievement and increase graduation rates.

Under the District's Priority Schools Agreement with DFT, all members of Priority Schools are required to participate in shared decision-making.

To aid with implementations and assure the model is meeting the needs and direction of school reform a school based leadership team

will be establish and will consist of no more than 12 committee members, principal, assistant principal, DFT union representative, and 4 teachers. The School Leadership Team will work collaboratively in identifying issues, defining goals relative to academic achievement, developing school budgets and establishing policies and practices by consensus. The effectiveness of this process will be evaluated yearly by a tool jointly developed by the union and LEA. This level of school autonomy will allow each building to have more flexible work conditions to meet the building's individual need.

12. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, SEA, or designated external leader partner or organization.

Identified as a Priority School, The District has provided the following staff:

- (1) Assistant Superintendent for Priority Schools-** This individual is responsible for the coordination of all Priority School support (external support, such as WRESA Coach support SEA support, partner providers and others) and the monitoring, evaluating, and support schools require to fully implement the selected reform model. In addition, the Assistant Superintendent will also be responsible for monitoring the effectiveness of the level and type of support providing by external support agents.
- (2) Priority School Coaches-**Priority School Coaches are responsible for providing on-site professional development and support for principals and teachers around the work required to implement the reform model. Coaches are also responsible

to collecting data and evidence that will be shared with the Assistant Superintendent for Priority Schools and the Office of Professional Development to inform the professional development and support program for each school. The data collected will also be utilized as an element of the teacher/principal evaluation process. Each coach will be assigned no more than 7 schools to support. Coaches will be required to provide on-site school support 4-days per week. The fifth day will be required professional development day and follow-up for coaches.

(3) Priority School Budget Implementation/Compliance

Officer- The Budget Officer will be responsible for monitoring the use of each Priority School's budget to ensure the budget is being utilized for the intended purpose and that each school is maintaining appropriate tracking and record keeping relative to use of budget. In addition, the Budget Officer will be the liaison between each Priority School and all central level "budget related" departments to ensure District processes and procedures are expedited, so that school needs are met in a timely manner.

(4) Partner Providers- Each Priority School has been assigned a partner provider (EdWorks). Each partner provider must meet regularly with the staff of the Office of Priority Schools to ensure school professional support is appropriately aligned. Each partner provider will be issued a performance-based contract. The Assistant Superintendent will also be responsible for monitoring how successful is the partner provider in meeting the specific performance expectations defined by the District.

The following items are permissible elements of the transformation model. Provide a brief description after each element that will be implemented under the proposed building plan. (Leave blank those elements that are not being implemented.)

1. Provide additional \$ to attract and retain staff.

A school-based performance bonus will be offered based on available funding. Criterion and benchmarks for school-based performance pay will include measurable improvements in student and staff attendance on a school-wide basis, performance on standardized tests, overall student grade point average, graduation rates, reduction in drop-out rates, attaining and/or maintaining Adequate Yearly Progress and other provisions identified by the No Child Left Behind Act. Based on the above criteria Crockett staff who have increased student achievement will be eligible for school based performance bonuses.

2. Institute a system for measuring changes in instructional practices that result from professional development.

Crockett, in collaboration with EdWorks and Wayne RESA, will receive intensive, ongoing job-embedded professional development and one-on-one coaching for teachers and leaders. This includes PD in the areas of data collection, analysis and use; research-based practices in mathematics instruction including integration of technology; development of vertical teams to establish Professional Learning Communities with a focus on integrating reading and math instruction in all areas of the curriculum; differentiated instruction and tiered learning approaches; alignment of curriculum to district, state, and

national standards; as well as research-based classroom management techniques such as Love and Logic. Crockett, in collaboration with EdWorks, will institute a 5-Year Professional Development Plan, and Hands-on-Leadership Development Plan, a Teacher Summer Institute, and an online professional networking and learning community. All aspects of the planned professional development will be continuously monitored and adjusted to reflect the changing needs of Crockett's staff and students.

3. Ensure that the school is not required to accept a teacher without the mutual consent of teacher and principal, regardless of seniority.

The removal of ineffective teachers is facilitated by the Priority School hiring process, as agreed to by the Detroit Federation of Teachers. This process entails the convening of a Selection Committee responsible for interviewing candidates for staff positions. By being designated as a Priority School, Crockett was required to replace 50% of its staff prior to the 2010-2011 school year. This agreement applies to future years as well under the Priority Schools agreement, meaning that the Selection Committee will have ample opportunity to remove ineffective instructors.

4. Conduct reviews to ensure that the curriculum is implemented with fidelity and is impacting student achievement.
5. Implement a school wide Response to Intervention model.
6. Provide PD to teachers/principals on strategies to support students in least restrictive environment and English language learners.
7. Use and integrate technology-based interventions.

8. Increase rigor through such programs as AP, IB, STEM, and others.

Crockett also plans to add course options in the fine arts, including drama and music, as well as expanding foreign language offerings based on student interest. These expanded course offerings will complement elective choices in STEM, including DAPCEP, Anatomy & Physiology, Physics, Trigonometry, Calculus, Computer Science, and other courses offered through the Michigan Virtual School. Implementation of the MVS courses will be aided by added technology including 2 fully-outfitted computer labs and 12 new computers in the school library.

9. Provide summer transition programs or freshman academies

Beginning with the Summer Bridge transition between 8th and 9th grades, students chart a course that will put them on track for Advanced Placement courses, college dual enrollment and advanced career certifications.

10. Increase graduation rates through credit recovery, smaller learning communities, and other strategies.

The EdWorks Model represents a very specific point of view about the structure and process of working with schools to Transformation operations and student achievement. The Model is designed to develop a high-performing high school that uses personalization as the key to increasing graduation rates and student academic performance.

Personalization is achieved in three ways:

1. Through the development of high-functioning small schools in an existing school building.

2. By building the capacity of each and every person in the school to “get the work done” through very structured professional and leadership development plans.

By developing a culture in which the teaching and learning process focuses on individual student growth and achievement and thus drives everything that happens in the building (i.e., if it doesn’t improve teaching and learning, we don’t do it).

11. Establish early warning systems to identify students who may be at risk of failure.

Double Dosing- Accelerated course sequence that includes a “catch-up” component in ELA and mathematics that is designed to provide “at-risk” 9th graders (identified using MME/ACT, District Benchmark, and attendance data) more intense academic support to ensure they successfully meet or exceed expectations. The District is currently working to build a more comprehensive and systematic process focused on both academic and non-academic indicators based on data.

12. Partner with parents and other organizations to create safe school environments that meet students’ social, emotional, and health needs.

Crockett plans to increase community engagement through the implementation of “kitchen table conversations” held in convenient locations and designed to elicit input from parents, community leaders, and local businesses as to the goals we set for our students and the outcomes we want to achieve with and for them, including real-world applied learning experiences such as internships and work-study agreements. Community engagement may also arise in the form of cross-curricular meetings and team-teaching, either in the school building or on-site with our community partners. A third element of

these discussions will involve the safety and emotional health of students, both at home and in the school, and what resources can be leveraged to support students' social and emotional needs. A sub-committee of the School Improvement Team, in conjunction with the PTSA, will be tasked with establishing a timeline for these discussions and reflection upon the opportunities they present.

13. Extending or restructuring the school day to add time for strategies that build relationships between students, faculty, and other school staff.

14. Implementing approaches to improve school climate and discipline

15. Expanding the school program to offer full-day kindergarten or pre-kindergarten.

16. Allow the school to be run under a new governance arrangement.

17. Implement a per pupil school based budget formula weighted based on student needs.

Attachment

Crockett Technical High School
8950 St. Cyril
Detroit, Michigan 48213

February 15, 2011

To Whom It May Concern:

We the undersigned support the Crockett Technical High School, School Improvement Grant application submitted for review to the Michigan Department of Education. The entire staff has embraced the High School Transformation model and is committed to doing the hard work for meaningful and purposeful change to take place.

Crockett Technical High School teachers, administrators and support staff members are dedicated to providing students with a 21st century global education. As staff members we view ourselves as a professional learning community working collaboratively to meet the needs of all learners. A point of pride for Crockett Technical High School is a 90% + graduation rate which has sustained itself for many years. We will continue to work together to ensure that achievement in the core academic subjects will meet the demands of our ever changing world.

We believe that on-going school improvement is essential to meet the needs of our students. A quality, dynamic school improvement plan will provide the foundation for which change will take place. The staff members signing below are pledging to implement the reform with fidelity to ensure that the goals for redesign plan are met. As the five strands that make up the School Improvement Framework will guide our work. These include:

- Teaching for Learning
- Leadership
- Personnel and Professional Learning
- School and Community Relations
- Data and Information Management

Please approve the Crockett Technical High School redesign model for the 2011-2012 School Year. We will work collaboratively to ensure that the redesign plan provides fundamental changes that will meet the needs of our current students and those who are yet to come.

Sincerely,

[illegible]

Attachment VII

School Improvement Partnership Agreement

This School Improvement Partnership Agreement (“SIPA”) is entered into by and between Michigan Department of Education (State) Wayne RESA (ISD/RESA/ or other partner(s) and Detroit Public Schools (“LEA”). This agreement establishes a framework of collaboration, as well as articulates specific roles and responsibilities in the implementation of an approved plan of work to access Federal School Improvement Grant funds for Low Performing Schools under the American Recovery and Reinvestment Act (ARRA).

I. SCOPE OF WORK

The Scope of Work defines the actions and reform measures the Qualifying LEA agrees to implement under one of these four federally-defined options: Turnaround, Restart, Transformation or Closure. The model selected by Detroit Public Schools and Crockett High School is TRANSFORMATION;

II. PROJECT ADMINISTRATION

A. QUALIFYING LEA RESPONSIBILITIES

Implementing the tasks and activities described in the ARRA Federal School Improvement Grant, the LEA will:

- 1) Choose to implement one of four options identified in this agreement and develop a corresponding plan.
- 2) Actively participate in all relevant meetings, communities of practice, or other practice-sharing events that are organized by the State of Michigan Department of Education (State) or its designee.
- 3) Post to any website specified by the Michigan Department of Education, in a timely manner, all non-proprietary products and lessons learned developed using funds associated with the ARRA Federal School Improvement Grant.

- 4) Participate, as requested, in any evaluations of this grant conducted by the Michigan Department of Education or United States Education Department (ED).
- 5) Be responsive to Michigan Department of Education (or its designee) or ED requests for information including status of the project, project implementation, outcomes, and any problems anticipated or encountered.
- 6) Participate in meetings and telephone conferences with the Michigan Department of Education or its designee to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the ARRA Federal School Improvement Grant, and (d) other matters related to the ARRA Federal School Improvement Grant and associated plans.
- 7) Each school shall establish a new leadership team composed (but not limited to) of the principal, classroom teachers who lead a grade level, a multiage team or subject-matter-area team, supplementary support personnel, and at least two community members who engage the community in the transformation. Each school-based team shall also have a liaison member representing the Michigan Department of Education or its designee.

B. INTERMEDIATE SCHOOL DISTRICT/REGIONAL EDUCATIONAL SERVICE AGENCY or OTHER DESIGNATED PARTNER RESPONSIBILITIES

To assist LEAs in implementing their tasks and activities described in the ARRA Federal School Improvement Grant, the partner or partners that elect to sign this memorandum of agreement to support the low performing school(s) shall:

- 1) Work collaboratively with, and support the LEA in carrying out the LEA Plan as identified in this agreement.
- 2) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products.
- 3) Identify sources of technical assistance as needed.

C. JOINT RESPONSIBILITIES

- 1) The ISD/(R)ESA or other partner(s) and the LEA will each appoint a contact person for the ARRA Federal School Improvement Grant.
- 2) These key contacts from the ISD(R)ESA or other partner(s) and the LEA will maintain frequent communication to facilitate cooperation under this partnership agreement.

D. STATE RESPONSIBILITIES

To assist LEAs in implementing their tasks and activities described in the ARRA Federal School Improvement Grant, the State will:

- 1) Work collaboratively with, and support the LEA and supporting ISD/(R)ESA or consortium of ISDs/(R)ESAs or other partner(s) in carrying out the School Plan as noted in this agreement.
- 2) Timely distribute the LEA's portion of ARRA Federal School Improvement Grant funds during the course of the project period and in accordance with the School Plan as noted in this agreement.
- 3) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products.
- 4) Identify sources of technical assistance as needed.
- 5) Periodically review the approved plan and implementation progress.

E. RECOURSE FOR NON-PERFORMANCE

If the Michigan Department of Education determines that the LEA or School is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the Michigan Department of Education will make recommendations for an alternative intervention which may include restart, closure, or a collaborative process between the State, ISD/(R)ESA or other partner(s) and the LEA, including putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs, or modifying the approved plan.

III. ASSURANCES

The LEA hereby certifies and represents that:

- 1) It has all requisite power and authority to execute this partnership agreement.

- 2) It is familiar with the general scope of the ARRA Federal School Improvement Grant application and is supportive of and committed to working on all portions of the plan.
- 3) It will implement the Plan that has been approved by the Michigan Department of Education.
- 4) It will work cooperatively with the Michigan Department of Education or its designee to develop a Scope of Work with specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures in a manner that is consistent with State and Federal School Improvement Goals.
- 5) It will comply with all of the terms of the ARRA Federal School Improvement Grant, and all applicable Federal and State laws and regulations.
- 6) Nothing in the School Improvement Partnership Agreement shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded school district employees under Federal, State, or local laws (including applicable regulations or court orders or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements).
- 7) Any portion of the School Improvement Partnership Agreement that impacts upon a mandatory topic of bargaining not covered by an existing collective bargaining agreement, memorandum of understanding, or other agreement shall be implemented only after an agreement is reached through collective bargaining.

IV. MODIFICATIONS

This School Improvement Partnership Agreement may be amended only by written agreement signed by each of the parties involved, and in consultation with the State.

V. DURATION/TERMINATION

This School Improvement Partnership Agreement shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

VII. SIGNATURES

Local Superintendent (or equivalent authorized signatory) - required:

Signature/Date Robert C. Bobb Print Name/Title Emergency Financial
managers

President of Local School Board (or equivalent) - required:

Signature/Date Anthony Adams Print Name/Title Detroit Board of Education President

Intermediate Superintendent (or equivalent authorized signatory) - required:

Signature/Date _____ Print Name/Title _____

President of Intermediate School Board (or equivalent) - required:

Signature/Date _____ Print Name/Title _____

Authorized State Official - required:

By its signature below, the State hereby accepts the LEA as a Qualifying LEA.

Signature/Date _____ Print Name/Title _____